



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

FOUNDERS OF FREEDOM
IN AMERICA

EducT
700.22
301

DAVID B. CORSON
HUBERT R. CORNISH

HINDS, HAYDEN & ELDREDGE

EducT 709.22.301

**Harvard College
Library**



**LIBRARY OF THE
Graduate School of Education**

•••
COLLECTION OF TEXT-BOOKS

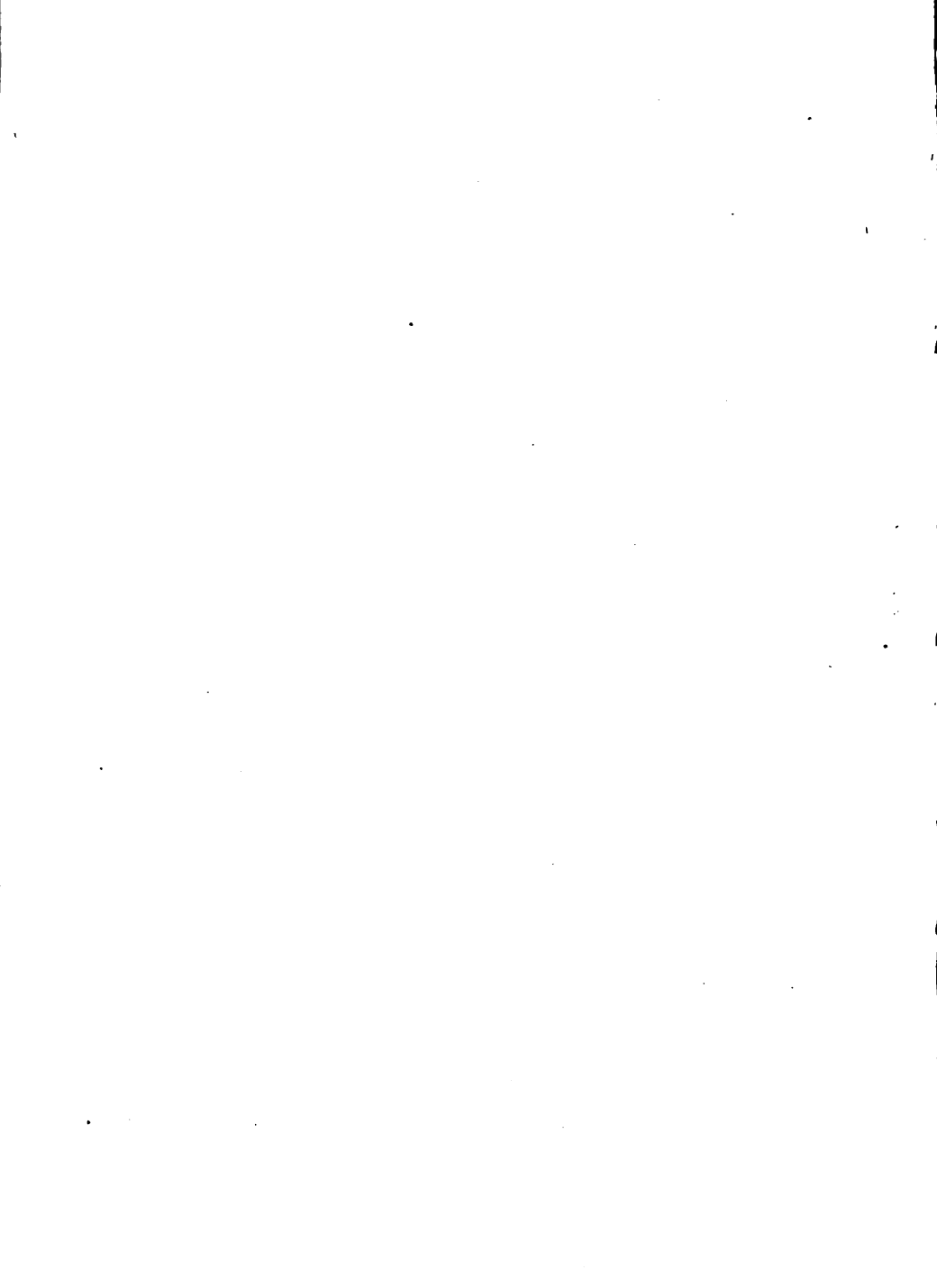
CONTRIBUTED BY THE PUBLISHERS

**TRANSFERRED
TO
HARVARD COLLEGE
LIBRARY**



3 2044 097 039 820





FOUNDERS OF FREEDOM
IN AMERICA

*A Biographical History for
the Elementary Grades*

BY

DAVID B. CORSON

SUPT. OF SCHOOLS, NEWARK, N. J.

AND

HUBERT R. CORNISH

PRINCIPAL, PATERSON, N. J.

HINDS, HAYDEN & ELDREDGE, INC.
NEW YORK PHILADELPHIA CHICAGO

~~753.2911~~
Educ 7709.22.301

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
GIFT OF THE PUBLISHERS
JUN 16 1922

TRANSFERRED TO
HARVARD COLLEGE LIBRARY
1932

COPYRIGHT, 1922, BY
HINDS, HAYDEN & ELDREDGE, INC.

PREFACE

THE authors of this history believe that another text on the subject is justified at this time only by the fact that some of the big ideals for which this country stands should receive greater emphasis than has been usual. These are now more clearly defined than formerly, making it desirable that a text designed as this is for the fifth and sixth grades shall be a helpful adjunct in teaching them. It should include, too, a treatment of the lives and achievements of some of the men and women who have influenced the great movements in our national life during recent years.

The development of the ideals of liberty and the giving of unselfish service for the good of mankind have been stressed throughout the book. In the preparation of the stories the fact that America has been not only a refuge for those who sought to escape persecution but a land of opportunity and of material and moral, as well as political, progress has been uppermost in the minds of the authors.

Five connecting chapters are included in the book for the purpose of preparing the pupils' minds for some of the important events of the different periods into which the history is divided. The aim is to establish a viewpoint and to give an interpretative basis for the subsequent narratives.

The biographical treatment, so appealing to children, is used because children in the fifth and sixth grades possess

a strong love of romance and adventure and of heroic deeds. American history affords ample material to satisfy the craving of the young mind. The deeds of daring mariners and pioneers and the action of courageous soldiers and statesmen and other leaders are as interesting in fact as are others in fiction. The stories are told, first, to kindle the admiration of children, and, second, to form the background for the development of the ideals which have made the United States a government under which civil and religious liberty are guaranteed, and under which they are enjoyed by a freedom-loving people.

The authors wish to call attention especially to the four projects included in the book. The dramatization of "Columbus' Voyage, Discovery, and Victorious Return," and the project "Impersonation by Children of Explorers and Pioneers" have been worked out by Miss Mabel L. Bennett, Helping Teacher, Union County, New Jersey. The projects, "The Life of Daniel Boone," and "How Clara Barton and the Red Cross have Shown us the Joy of Unselfish Service," have been written by Miss Vera M. Telfer, Helping Teacher, Warren County, New Jersey. The pageant immediately following Chapter XLVII, entitled "The Development of Liberty in America," has been worked out by the teachers and pupils of the Belmont Avenue School, Newark, N. J. The authors trust that teachers will consider the use of these and similar projects indispensable to the successful presentation and teaching of this textbook in elementary American history.

The authors wish to thank those who have read and criticized the manuscript. Many valuable suggestions have been received from these friends.

D. B. C.
H. R. C.

TABLE OF CONTENTS

CHAPTER	PAGE
Special Table of Maps and Studies	ix
PREHISTORIC AMERICA.	
I. The Prehistoric Peoples of America	1
II. The Norsemen and Leif Ericson—The Norsemen in America	5
PERIOD OF DISCOVERY AND EXPLORATION BY EUROPEANS, 1492-1607, 115 YEARS.	
III. The New World: A Land of Freedom	9
IV. Christopher Columbus and His Discoveries and Explorations	11
V. Project—Dramatization of Columbus' Voyage, Discovery, and Victorious Return	21
VI. John Cabot and His Discoveries and Explorations; the Basis of England's Later Claims in America	30
VII. Juan Ponce de Leon and the Fabled Fountain—Discoveries and Explorations	34
VIII. Other Spanish Explorers and their Discoveries—The Work of Balboa, Magellan, Cortez, Pizarro and De Soto	36
IX. English Explorers of the Sixteenth Century—Spain and England on the Sea; Famous English Sailors, John Hawkins, Sir Francis Drake	42
X. Sir Walter Raleigh and His Attempt to make Settlements in America. Reasons for English Colonization in America	46
PERIOD OF SETTLEMENT AND DEVELOPMENT, 1607-1775, 168 YEARS	
XI. Settlements in America	51
XII. John Smith and the First Permanent English Settlement in America—The Settlement of Jamestown; Character of the Settlement; Success of the Settlement; Smith's Aid to the Settlement	53

CHAPTER	PAGE
XIII. Myles Standish and the Settlement of New England—The Pilgrims and their Reason for Coming to America; the Mayflower Compact; Success of the Settlement; Myles Standish's Part in the Settlement	58
XIV. John Winthrop and Other Puritan Leaders—The Puritans in England; The First Settlement; John Winthrop's Aid as Governor	65
XV. Henry Hudson and the Dutch in America—Explorations of Hudson; History of the Settlement of New Amsterdam	72
XVI. Samuel de Champlain and the French in America—Discoveries and Explorations of Cartier and Champlain; Explorations of La Salle, and the Present Borders of the United States	82
XVII. William Penn and the Settlement of the Quakers in America—An Account of the Quakers; Penn's Part in the Settlement of Pennsylvania	89
XVIII. Lord Baltimore and James Oglethorpe and their Services for Freedom—Brief Review of Settlements and Other Colonies with Special Reference to Lord Baltimore in Maryland; Oglethorpe's Part in the Settlement of Georgia	95
XIX. James Wolfe and the War between England and France in America—An Account of the French and Indian War with Special Reference to Wolfe and Montcalm	100
XX. Project: Impersonation by Children of Explorers and Pioneers	107
PERIOD OF THE REVOLUTION, MARKED BY WAR FOR INDEPENDENCE, THE CONFEDERATION OF THE STATES, AND THE ESTABLISHMENT OF THE CONSTITUTION OF THE UNITED STATES, 1775-1789, 14 YEARS.	
XXI. The Establishment of a New Nation	110
XXII. Benjamin Franklin and the Union of the Colonies—His Early Life; Life in Philadelphia; His Inventions Work as a Printer; His Work During the Revolutionary Period	112
XXIII. The Desire for Liberty and Two of the Leaders—Patrick	

TABLE OF CONTENTS

vii

CHAPTER	PAGE
Henry and Samuel Adams; Their Part in the Pre-Revolutionary Period	121
XXIV. George Washington and the War for Independence—His Early Life; His Home Life; His Part in the French and Indian War; His Work during the War for Independence and Following	134
XXV. John Paul Jones and the War for Independence—An Account of the American Navy in the War for Independence with Special Reference to Jones	151
XXVI. Thomas Jefferson and the War for Independence—His Work during the War for Independence and as President of the United States, with Special Reference to the Declaration of Independence and to the Louisiana Purchase	156
 PERIOD OF DEVELOPMENT AND THE GROWTH OF NATIONALITY, 1789—1865, 76 YEARS.	
XXVII. The Growth of a Nation	162
XXVIII. Daniel Boone and the Settlement of the West—Early Pioneer Life; Western Settlement with Special Reference to Boone	164
XXIX. Project: Life of Daniel Boone	170
XXX. Alexander Hamilton and the Finances of the New Nation—Hamilton During the War for Independence; His Great Work as an Officer in Washington's Cabinet	173
XXI. Robert Fulton and the Progress of Transportation—Invention of the Steamboat, and the Consequences of this Invention	178
XXXII. Labor-saving Machines and Their Importance in the Development of the Country—Invention of the Cotton-gin and the Consequences of this Invention	183
XXXIII. Andrew Jackson and Nullification—Jackson's Early Life; His Part in the Battle of New Orleans; Question of States' Rights with Special Reference to Nullification.	188
XXXIV. The Railroad and the Progress of Transportation—Beginning of the Railroad in America and the Consequences of this Improvement in Traveling	193
XXXV. Henry Clay and Daniel Webster and the Growth of Nationality—The Life of Clay and of Webster, with	

CHAPTER	PAGE
Special Reference to the Part that They took in the Discussion of States' Rights	197
XXXVI. Abraham Lincoln, the Great Emancipator—His Boyhood Days, Young Manhood, and Life as President with Special Reference to His Work in Preserving the Union	206
XXXIII. Ulysses S. Grant, the Victorious General of the Civil War—His Life and Services as General in the Civil War	216
PERIOD OF MATERIAL AND MORAL PROGRESS, AND THE EXPANSION OF THE NATION INTO A WORLD POWER, 1865—	
XXXVIII. The History of Our Times	222
XXXIX. Improvements in Machinery—An Account of the Reaper with Reference to Influence on the Western Expansion; An Account of the Improved Machinery for Making Newspapers and the Consequences Thereof	225
XL. Morse and the Telegraph—Invention and Use of the Telegraph and Telephone	232
XLI. Thomas A. Edison, the Great Inventor—Special Reference to His many Inventions and their Value	236
XLII. Frances E. Willard and the Temperance Crusade—Her Girlhood and Education; Work as Leader of the Temperance Movement	242
XLIII. Clara Barton and the Red Cross—Special Reference to the Work of the Red Cross Society in the World War	246
XLIV. Project: How Clara Barton and the Red Cross have shown us the Joy of Unselfish Service	251
XLV. Theodore Roosevelt, the American—His Life as Boy, Young Man, and as President; His many Public Services	256
XLVI. Anna Howard Shaw and Woman Suffrage—Miss Shaw's Part in the Woman Suffrage Movement	263
XLVII. Woodrow Wilson and the World War—Special Reference to America's Part in this War; Woodrow Wilson's Part in the World War	267
XLVIII. Project: The Development of Liberty in America	279
Important Dates in our History	290
INDEX	293

MAP STUDIES

FIG. 1—Voyages and Settlements, 1492-1607.....	<i>facing page</i>	36
FIG. 2—The West Indies.....	<i>facing page</i>	37
FIG. 3—The French in the Mississippi Valley.....	<i>facing page</i>	84
FIG. 4—Map Showing Location of Indian Tribes...	<i>facing page</i>	85
FIG. 5—The English Colonies in 1700.....	<i>following page</i>	96
FIG. 6—Map Showing Rival Claims of European Nations	<i>facing page</i>	100
FIG. 7—United States, Showing Southern Confederacy	<i>following page</i>	212
FIG. 8—Land Acquired by the United States.....	<i>following page</i>	258

FOUNDERS OF FREEDOM IN AMERICA

CHAPTER I

THE PREHISTORIC PEOPLES OF AMERICA

THE United States is now a great nation of many people living on farms, in villages, and in large cities. They have made many inventions, such as the automobile, telegraph, telephone, electric light, and have made wonderful progress in manufacturing articles for their daily use, in architecture, in the practical arts, and in education. Only a few hundred years ago a different race lived here under different conditions. The country was a vast wilderness unknown to the civilized peoples of Europe.

In the Mississippi Valley great mounds of earthworks are found—the work of a prehistoric people. Little is known of these people or of the Cliff Dwellers who built houses upon ledges and in the cliffs of the mountains of New Mexico. These and other Indians, as they were later named by Columbus, had instead of roads only paths through the forest. They made no bridges over the streams or rivers and no boats except the birch canoe.

The most civilized of the Indian tribes lived in Mexico and Peru and other parts of the American continent. Wonderful defensive works, aqueducts, paved roads, monuments, altars, idols, and temples are found there in ruins.

The Spanish seekers for gold conquered great cities in these countries.

The Indian of the land now known as the United States lived here for centuries but did nothing to improve himself or his people. His son followed the old customs, learning to hunt and to fight. His education was to catch fish with a spear, to shoot the arrow, to throw the tomahawk, and to learn the traditions of the tribe. The Indian man regarded



An Indian.

labor as fit only for women. The Indian woman built the wigwam, cut the wood, scratched the ground with a stick or clam shell, planted the corn, cooked the food, made the clothing of dressed skins, and carried the burdens on a journey. She was not the equal of her husband, but an underling who ate what was left of her lord's feast and took the coldest place in the wigwam. The Indian man was lazy and

shiftless. He was revengeful, but grateful for favors and was hospitable to his tribesmen or friends. He talked very little, was grave and even haughty in manner. He endured suffering without flinching. He was superstitious, and believed that spirits lived in beasts and reptiles and birds and rivers and lakes. He thought these spirits could harm him and he dreaded to offend any of them. He believed that at death his spirit went to the Happy Hunting Grounds where he would find great joy. There was a

tradition among the North American Indians of an Indian of miraculous birth who was sent among them "to clear their rivers, forests, and fishing grounds, and to teach them the arts of peace." Among the different tribes he was called by various names, the best known of which is Hiawatha.* Longfellow describes him thus:

"From his lodge went Hiawatha,
Dressed for travel, armed for hunting;
Dressed in deer-skin shirt and leggings,
Richly wrought with quills and wampum;
On his head his eagle-feathers,
Round his waist his belt of wampum,
In his hand his bow of ash-wood,
Strung with sinews of the reindeer;
In his quiver oaken arrows,
Tipped with jasper, winged with feathers;
With his mittens, Minjekahwun,
With his moccasins enchanted."

Although cruel and treacherous in warfare, the Indians were also alert and brave. The coming of the white men to America caused a long struggle between them and the red men. The Indians were friendly to the early English settlers in Massachusetts and in Pennsylvania because the people of these settlements treated them, as you will learn, in a kind and just manner. Their relations with the Spaniards, the French, and the English are of great interest in American history.

The Indians are now living in reservations, chiefly in the western part of the United States. At the burial of the unknown soldier of the World War in Arlington Cemetery on Armistice Day, November 11, 1921, Plenty Coups, an

See Schoolcraft's "Algic Researches," Vol. 1, p. 134, and "History, Condition and Prospects of the Indian Tribes of the United States," Part III, p. 314.

Indian chief, laid his feathered war bonnet and coup stick reverently on the bier as a tribute of the Indians of America to those of their race who fought with the Americans in that great struggle. In doing this he said, "I feel it an honor to the red man that he takes part in this great event because it shows that the thousands of Indians who fought in the great war are appreciated by the white man. . . . I hope that the Great Spirit will grant that these noble warriors have not given up their lives in vain and that there will be peace to all men hereafter. . . . This is the Indian's hope and prayer."

THINGS TO DO

- I. Discuss what is meant by *prehistoric*.
- II. Borrow from the library descriptions of the Cliff Dwellers and the Mound Builders of the United States to use in class.
- III. Borrow from the library descriptions of the ancient people of Mexico and Peru for use in class.
- IV. Bring to school some Indian pictures for class study.
- V. Read in class a few selections from *Hiawatha*.
- VI. What is an Indian Reservation? Locate some of them.
- VII. Name some large cities of the United States.
- VIII. Make a list of inventions that you know have made life in America easy and convenient.

CHAPTER II

THE NORSEMEN AND LEIF ERICSON

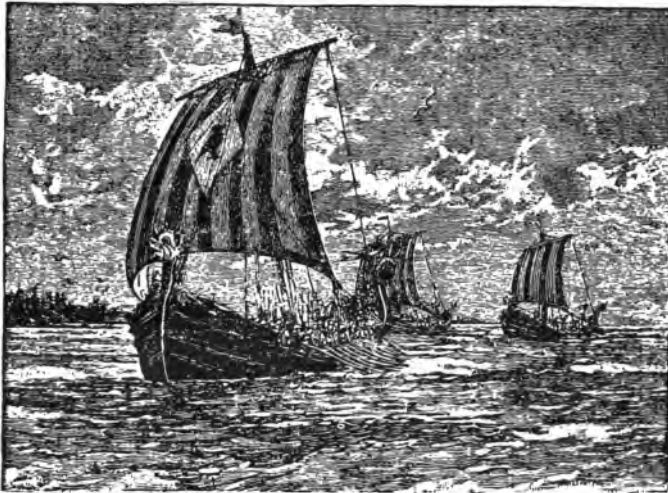
The Norsemen in America.—In early times there lived in the northern countries of Europe a strong, hardy race of people, called Northmen, Norsemen, or Vikings, who loved adventure and gloried in battle. Many of these people were sailors who scoured the seas in small boats made of oak timbers fastened together with iron bolts and withes made from the roots of trees. Some of their boats were ornamented at the prow with the head of a dragon, while the stern was built to resemble a dragon's tail. Besides the sails, these boats carried many oars. The largest vessels were very small compared with ocean-going boats of to-day.

With these small, clumsy vessels, however, the Vikings made themselves feared on the sea. They would appear suddenly off the coast of France or England and would plunder and then burn what they did not want. They forced the French king to give them land in the northern part of his kingdom. Some of the Northmen settled there, and it has since been called Normandy. They also conquered and settled a part of England.

Some of the Vikings were driven to the shores of Iceland by a great storm. After a time they found their way back to their homes. Word of the new country spread abroad, and soon several boatloads of Northmen went to Iceland and remained there.

Such a long journey as that from Norway to Iceland was not easy to make in those days. The compass had not

come into use. The sailors knew in which direction they were sailing only when they could see the stars or the sun. In times of storm they had to trust to good luck to keep them on the right course. There were no maps to aid sailors. Little of the world was known, as you will find when you read the next chapter.



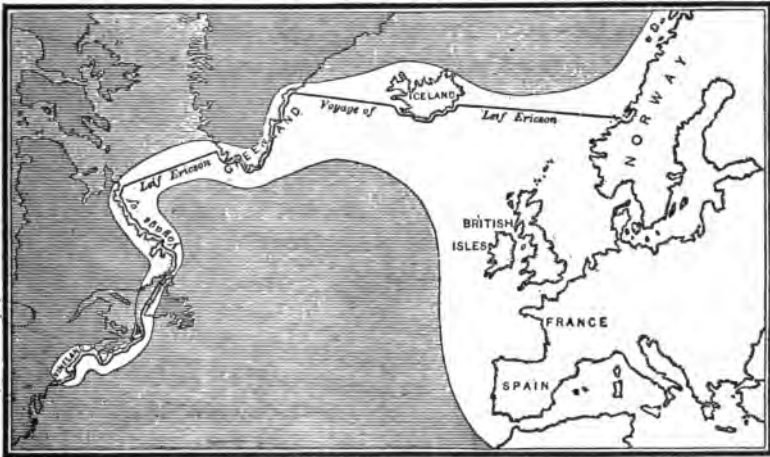
Ships of the Vikings.

In vessels like these the brave Norsemen made many long voyages.

From Iceland, one bold Norseman, Eric the Red, sailed in search of other lands. It was in the short Arctic summer, and he discovered in the northern seas a beautiful grass-covered country which he called Greenland. The Vikings were used to cold countries, and it was not long before many of them settled along the shores of Greenland, cold and desolate at any season except the summer.

In the year 1000 Leif Ericson, the son of Eric the Red, also set out on a voyage of discovery. After a long sail he

reached a land that seemed strange to the Northmen because, instead of the ice and snow and dreary weather that they were accustomed to, they saw green trees, tall grass, and beautiful flowers. They went ashore and found grapes hanging in great clusters on vines growing in the woods. For that reason they called the country Vinland, meaning Vineland.



Discoveries of the Vikings about 1000 A.D.

On this map may be traced the route followed by Leif Ericson.

Leif Ericson sailed back to Greenland after a short stay in Vinland, and after his father's death became chief of the Greenland colony. Because of his many adventures and his good fortune, he was called Leif the Lucky.

During the next few years the Northmen made several attempts to plant colonies in Vinland. One man and his followers, after staying there three years, became discouraged because of the unfriendly natives and sailed back to his home in Greenland. We now know these natives by the name of Indians, but the Norsemen called them *Skraellings*.

The land that Leif Ericson discovered was North America. We are not sure where he and his companions landed, but it is thought that it was somewhere along what is now called Massachusetts Bay. Although there was no result of any value from Leif Ericson's journeys, he was the first white man known to have reached North America. We may well remember him for that reason. It was nearly five hundred years before a voyage to the new world was again made by sailors from Europe. From that date, 1492, we shall take up the study of the history of our country.

THINGS TO THINK ABOUT

- I. Why do you think the Norsemen loved the sea?
- II. Give as many reasons as you can why the Norsemen could not sail far from land.
- III. Why were the discoveries of Leif Ericson not important in our history?

PERIOD OF DISCOVERY AND EXPLORATION,
1492—1607, 115 YEARS

CHAPTER III

THE NEW WORLD; A LAND OF FREEDOM

WHILE studying this book try to put yourself in the place of each man or woman about whom you are reading. If you do this you will be better able to understand why Columbus made his voyages, why John Smith helped in settling the new country, and why other leaders did the work that helped in time to make our country "the land of the free and the home of the brave."

Try, too, as you read, to see how the work of one man made it possible for others to do what they did. It should be easy to see why explorers sailed to America after Columbus returned with the great news that a new land lay in the ocean far to the west of Europe. After the explorers came the settlers, seeking freedom in religion and government, which they did not have in the old world.

Through pictures and through stories about the life and deeds of leaders in American history you can get very well acquainted with them. You may be able to picture them as they went about their daily tasks, and if you think carefully you will discover reasons for what they did in discovery and exploration, and later in the development of our country.

Columbus and the other great explorers of America lived about four centuries ago. That may seem a long time to

you, but it is not long as we measure the life of man and his work on the earth. Some men live to be nearly one hundred years old. The lives of four such men would about equal the length of time that has passed since our country was first found by Columbus.

It took nearly two hundred years to explore the coast and the principal rivers that led inland in America. This seems a long time when we think that now a man may go from New York to London in about six days, or in a much shorter time in an aeroplane. A conversation may even be carried on by wireless telephone between cities in America and cities in Europe. As you learn about early explorations, compare the past with the present as to means of travel and the sending of messages.

Through study of the work of men like Columbus others were enabled to learn more and more about America. Finally, the people of Europe came to know so much about the new world that many began to think that men and women might make homes there as good as or better than their European homes. This was, as you will learn, the beginning of the period of settlement.

Men may be tied down by customs in government, in religion, and in other matters. As you study the lives of the early leaders, note their efforts to free themselves from various forms of bondage. Find out, too, the meaning of opportunity and then explain, as you study the different stories, why America has been a "Land of Opportunity" for so many people.

CHAPTER IV

CHRISTOPHER COLUMBUS AND HIS EXPLORATIONS AND DISCOVERIES

WE must understand something about conditions in Europe during the last half of the fifteenth century before we begin the study of what Christopher Columbus did, and why he did it. If you should read a history of Europe of this period, you would find that many of the cities of southern Europe, especially Genoa, Italy, had built up a very prosperous trade with India and other sections of the East, as it was known then. This commerce was carried on mostly by way of the Black and Caspian Seas. You will see from the map that this route led by Constantinople.

Trade prospered until the Turks captured Constantinople in 1453. They were not friendly to the people of Europe. As soon as they had possession of Constantinople they shut off all trade by way of the Black Sea and by other routes. This was a very serious matter to those cities that depended largely on their Eastern trade. What were they to do?

You, who have seen maps and globes showing the world as it really is, could easily answer this question. You can find many ways of getting to India besides going through the Black Sea or overland through western Asia. But it was a very difficult matter to settle at that time because it was not known that the world is round. No one had sailed far out on the ocean. The maps of that time showed only a small part of Europe, a little of Asia, and northern Africa.

Many stories were told of the terrible monsters that lived in the ocean, and pictures of some of these imaginary animals were placed on the maps. One of these pictures is shown on the next page. If you examine it, you will know



Christopher Columbus.

His great discovery opened a new world for exploration and settlements.

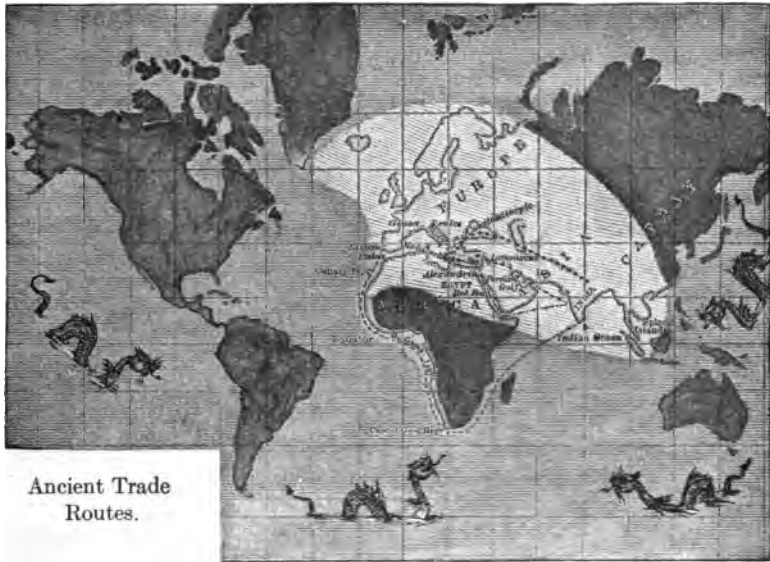
is our home. The Norsemen did not know what they had discovered, five hundred years before this time, nor did the other peoples of Europe know of their explorations.

Columbus believed as these few learned men did. He was born in Genoa, and when only a boy he showed a strong desire for a seaman's life. He entered the University of

why the sailors were afraid to venture far out to sea.

Most men thought the world was flat, and surrounded by an ocean. A few believed the world to be round, as we know it to be, but they thought it was much smaller than it really is. Their writings and the maps they made show us that even these wise men thought there was but one ocean between Western Europe and Asia. They had never thought of the land which

Pavia at the age of ten. At that school he learned a great deal about navigation. After leaving the University he spent some time sailing the Mediterranean Sea. Later he sailed on Portuguese vessels along the coast of Western Europe as far north as Iceland, and southward along the west coast of Africa.



Ancient Trade Routes.

About this time sailors began to use the compass. It was a great aid to navigators because the direction could always be known, no matter how dark or foggy the weather. The sailors of this period had, therefore, a great advantage over the Norsemen or Vikings.

Born by the sea, educated for the sea, always a student of navigation, and with many years of experience, it is no wonder that Columbus wished to find a new route for trading

with India. Not only was he anxious to do this, but he believed he knew how to do it.

He believed, with many of the learned men of Italy, that by sailing west he could reach the lands in the East. In order to accomplish this great undertaking, however, Columbus was obliged to seek aid from someone who had money to fit out vessels and to pay sailors to man them.

He first placed his plans before men in Italy, but they gave him no encouragement. He then went to King John



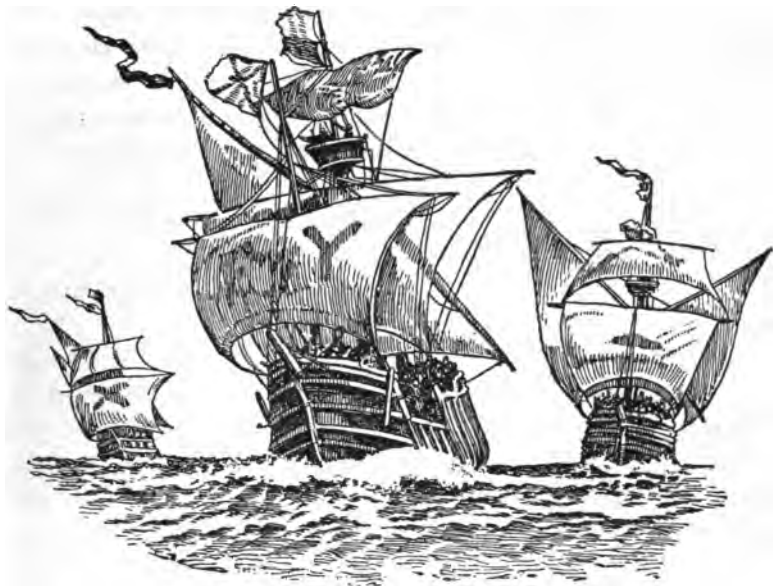
This map shows how Columbus (not knowing that America lay in the way) hoped to reach Asia and the East Indies by sailing west.

of Portugal, who called learned men together to hear Columbus explain his ideas of the shape of the world, and how one could reach the East by sailing west. They were so far from being convinced, however, that they ridiculed him and asked if he thought people on the other side of the world could walk about with their heads hanging down.

After his failure in Portugal, Columbus went to King Ferdinand and Queen Isabella of Spain. Seven years passed before he could persuade the King and Queen to give him ships to cross the ocean. At last he convinced Queen Isabella that he was right, and she promised to pledge her

jewels, if necessary, to help fit out ships for the great voyage.

It was very difficult to find men to sail the ships. They believed that they would be lost if they sailed too far to the West. It was necessary for the King to order some sailors



The Caravels of Columbus.

to go on the ships. Convicts were released from prison to complete the crews.

Finally all was in readiness, and on August 3, 1492, Columbus left the port of Palos with three vessels, the *Pinta*, the *Nina*, and the *Santa Maria*. The *Santa Maria*, Columbus' flag-ship, was the largest. It was about ninety feet long and twenty feet wide. In the picture of these vessels you may see that they were open, with small decks. The sailors had very little protection in stormy weather. It is

not surprising that men were afraid to go on such a voyage as Columbus planned, into an unknown sea, with vessels which were so small that we wonder now how they withstood the waves.

The first stop was at the Canary Islands, where it was necessary to stay three weeks to repair one of the ships. On September 6th, a fresh start was made, and from then for over a month the little vessels sailed steadily westward. Great tracts of seaweed were met. The sailors were afraid they would be caught in these weeds and would have to remain there and die. As the wind blew always towards the west they were frightened, because it seemed to them that they would never be able to return. They were also afraid of the great monsters that they had always heard about.

After weeks had passed without signs of land, the discontent became so great that some of the men threatened to mutiny. Columbus, hopeful even in these trying days, urged them on by his strong will and words of encouragement. Finally, the air became balmy and floating sticks and bushes in the water showed them that land must be near. Queen Isabella had offered a prize to the man who first sighted land, and Columbus had promised to give him a velvet coat. After such a long voyage with its unrest and fear, and with the hope now of winning the Queen's prize, all were eager to see land. At last, one evening a sailor shouted "Land!" He had seen a light,—a torch carried by someone on the shore. On the following morning Columbus and some of the members of the crews of each vessel landed. An impressive ceremony followed. Unfurling a banner they took possession of the country in the name of Spain. The land, which proved to be an island, they called San Salvador.

America was discovered October 12, 1492. The voyage had taken 49 days of actual sailing. This seems very long when we think of the trip made by two airmen in the summer of 1919, when the voyage across the Atlantic took but 16 hours.

Where is the Island of San Salvador? Columbus thought it was north of Japan. We can see how far from correct his map was when we consider that San Salvador is more than



Columbus' Landing.

Followed by his men, dressed in their finest uniforms, Columbus landed and took possession of the land in the name of the King and Queen of Spain.

8000 miles from Japan. He saw no signs of golden-roofed palaces, inhabited by people dressed in beautiful silks such as he had read were to be found in Japan. He found only a savage race of people who lived in homes like tents and went about almost naked. They had never seen boats with sails before, and were frightened by Columbus' ships, which they thought were great birds.

Within a short time the little fleet left San Salvador and

cruised about searching for Japan and its wonders. During this voyage Columbus discovered Cuba and Haiti. As he thought all these lands were a part of India, he called the group of islands the West Indies and the natives of the islands *Indians*.

On Christmas morning the *Santa Maria* was wrecked on a sand bank off the coast of Haiti. As the *Pinta* had already deserted, Columbus was left with but one vessel. With the timbers of the wrecked *Santa Maria* he built a fort near the coast, leaving forty men there with guns and provisions. He then sailed for home where he arrived on March 12, 1493.

A great welcome awaited the man who had been given up for lost. As he had been away seven months, few thought that he would ever return. Columbus, who had been ridiculed and laughed at, was now greeted as a hero. The King and Queen showered honors upon him at their court. They gave him the title of "Don," and, rejoicing in his success, were never weary of hearing about the strange people and things which he had found in the new land.

It was not as difficult to get men for a second voyage undertaken by Columbus as it had been for the first one. In September, 1493, a fleet of seventeen vessels carrying fifteen hundred men set forth. As before, they sailed westward, expecting to join the little group left by Columbus at San Salvador. To their grief, however, they found only the ruins of the fort when they reached there, and no trace of the men. They cruised about, discovered Jamaica, landed on the islands of Haiti and Porto Rico, and established the colony of Hispaniola, or "Little Spain," on Haiti. They spent nearly three years in searching here and there for the treasures that they felt sure were to be found in the new land, but they returned empty-handed to Spain.

There was then no such welcome as when Columbus

returned the first time. The Spanish people expected gold and lost faith in Columbus when he was not successful in finding it. He was thought to be a fraud.

Queen Isabella still had faith in him, however, and encouraged him to make another trial. In 1498 he set forth on his third voyage. On this trip he discovered the mainland of South America, and sailed along the northern coast, always in search of the great treasures of India and China. He cruised about among the West Indies and visited the colony of Hispaniola. There Columbus found discontent among the colonists. The Governor falsely accused him, put him in chains, and sent him back to Spain. The Queen, however, was very indignant at his treatment and released him.

By this time Columbus was old and discouraged because he had not found a short route to India, nor the treasures of the eastern world. But Queen Isabella still believed in him, and, in 1502, sent him out on a fourth voyage. This time he met with even greater misfortunes than before. One of his vessels was wrecked. He and his men nearly starved.

He returned to Spain broken in health, to find his good friend, Queen Isabella, dead. The king paid no attention to him. He was ignored by those to whom his discoveries later brought great wealth and distinction.

He gave a new world to Spain, but died, in 1506, believing he had reached the Indies.



Americus Vesputius.

America was so named because of this man's book about the new land.

Columbus' efforts made Spain one of the wealthiest and most important countries of Europe. Building up a great trade with the colonies that he planted in the new world, she soon found the longed-for land of gold in South America and Mexico.

As all Europe profited by the discoveries of Columbus, you might well suppose that the new country would have been called by his name, but he did not get even that honor. Another man, named Americus Vesputius, a Florentine navigator, made a voyage to the new world in 1501, and upon his return to Europe wrote an account of his travels. People soon afterwards began to call the new country *America*, after the author of this book.

THINGS TO THINK ABOUT

- I. How do we know the world is round?
- II. Why did Columbus need to be a good sailor?
- III. What would you have thought if you had been living in Columbus' time and had heard his plans?
- IV. Why was it hard for him to obtain money for his voyage?
- V. Did Columbus do what he wished to do? Explain.
- VI. What do you mean by explorations?
- VII. Why was Columbus honored at first and then ill treated?
- VIII. Do you think Columbus was a great man? Why?

CHAPTER V

PROJECT—DRAMATIZATION OF COLUMBUS' VOYAGE, DISCOVERY AND VICTORIOUS RETURN

By MABEL L. BENNETT, Union County, N. J.

Teacher's Aim:

To show the ideas, plans, and aims of Columbus and how they were received by the people of his time. To give the pupils a vivid picture of the manners and customs of that period; and so arouse a keen interest in history.

Children's Aim:

To write a play to be given on some particular occasion.

Motivation:

Let us make believe we are play writers and actors and write a play about Columbus.

Procedure:

Lesson I.—Give an oral English lesson with the purpose of having pupils decide upon plan of writing a play for some occasion.

Lesson II. (This may take several lessons.)—Plan how to do it; plan scope of play and material needed.

Lesson III.—Divide class into groups. Give each group a very definite assignment, the report of which is to be given on a certain date.

Lesson IV. (and as many more as are needed)—Have groups report. Let pupils decide, at the end of each report, what material can be used in the play.

Lessons IX, X. (or whatever number it may be).—Let the play be written by groups or by class as a whole as a board exercise.

Give the play for a special occasion.

After play is given, have a class discussion, bringing out how the presentation of the play might be improved if it is to be given again.

This project affords excellent opportunity for correlation in oral and written English and in Drawing. For instance, a plan of the stage showing the arrangement of the furniture, position of characters in the opening tableau, etc., would be very interesting material for a drawing lesson or two. Instances of the correlation of oral and written English have already been given.

MODEL PLAY

Costumes and Stage Furniture arranged by the pupils

Courtiers—Bloomers, capes, men's soft hats with plumes.

King and Queen—Velvet and brocades (masquerade costume).

Indians—Indian suits.

Throne—Chairs covered with velvet hangings.

Forest—Ferns, palms, rubber plant.

Act I

Scene—Court of Spain.

Characters—Ferdinand, Isabella, Columbus, courtiers, page.

Page—(blowing trumpet) A summons from their Majesties, King Ferdinand and Queen Isabella, that the nobles of the land assemble in the court one hour hence.

Court assembles.

King—Most noble gentlemen, the purpose of this meeting is to hear the plans of a certain man called Columbus, who claims that he knows how to reach the East in a new and wonderful way.

Page—(enters) 'T is Columbus, Your Majesty.

King—Bring the gentleman to the court.

Page—(enters, followed by Columbus).

Columbus—Your Majesties.

(Columbus falls before the king and queen in reverence, and bows low to the lords.)

Columbus—A thousand thanks, Your Majesty, for this opportunity to present to this glorious court a plan that will make this country the richest in the world. O great and wonderful King, every nation will envy you, but none will rival your power and wealth.

King—Let us hear this wonderful plan of yours, Columbus.

Columbus—Not many years ago the fierce Turks captured Constantinople, and since then these robbers have made it impossible for the

Christian nations to trade with the East. Our only hope is to find a new route to the Indies. I believe the earth is round and that if we sail west we will reach the Indies without any great difficulty.

Courtier—What makes you think the world is round, Columbus?

Columbus—Ever since I was a small boy, I have watched the boats at sea, and I have noticed, noble gentlemen, that the ship does not disappear as a whole, but that at first the hull is lost to view, then the deck, then the lower part of the sails, and finally the top masts. This could happen only if the world were round.

Courtier—If a ship sails down hill as it goes across the ocean, can it sail up hill to get back to port?

Courtier—What a crazy idea! If the earth is round, do the people on the other side of the world walk with their heads down?

Courtier—Ha! Ha! Do the trees in that land grow with their roots in the air?

Courtier—What a funny idea! In that opposite land do the rain and snow fall up instead of down? You're a crazy fellow!

Columbus—You may laugh at my plan, but I know I am right. I believe that by sailing across the western sea I will reach the rich country of China.

Courtier—Be careful, Columbus, remember that huge dragon in the Sea of Darkness that could swallow you at one gulp; yes, swallow you and your whole ship, too.

Courtier—Before you get out very far that great bird will swoop down upon you, and carry you away in its claws and drop you over the edge of the world.

Courtier—How will you pass through the place where the water is boiling and where the fogs are so black you can't see your hand before your face? No! No! your plan is worse than foolish.

Columbus—You may think my plan foolish, but I have been reading Marco Polo's wonderful book, and to obtain the riches of that country I would be willing to risk my life on the Sea of Darkness.

Courtier—It is indeed a wonderful country and the plan is worth considering, but I think this fellow is crazy, nevertheless.

Columbus—Then too, I feel that I have been chosen by Heaven to find this new route, and to convert the people of these lands to our Christian faith. It is a great work, O noble gentlemen.

Queen—It is indeed a great work, Columbus, and I trust that you may accomplish your task and meet with the greatest success.

King—If this court should help you in this undertaking, what are the rewards you would demand?

Columbus—Just three favors I ask. First: that I be made Admiral of the Seas.

Second: that I be made governor of the lands I discover, and

Third: that one-tenth of the gold and silver found shall be mine.

Courtier—One-tenth of the gold and silver! No, indeed!

Courtier—Why should this foreigner be granted these honors?

Queen—'Tis a noble undertaking and worthy of our support.

King (to Queen)—But, my dear, the Treasury is low. (To Columbus)

Your plan is worthy of consideration and within a few days we will inform you of our decision.

Columbus—Very well, Your Majesty, a thousand thanks for your gracious kindness.

(Withdraws.)

Courtier—The fellow's crazy!

Courtier—What foolish schemes!

Courtier—This fellow from Italy is very modest in his demands.

King—The court is dismissed.

Act II

Scene—On board *Santa Maria*.

Characters—Columbus, Sailors.

(Sailors gathered on deck, some sitting, others standing—faces express gloom and despair.)

First Sailor—Water, water, water everywhere and not a sign of land!

Second—I'm sick and tired of this everlasting water. For nine weeks now we've been sailing west and farther west, but we never get anywhere. We'll all be crazy before that dreamer changes his mind.

Third—It's awful. I don't wonder our wives and children cried when we left Palos. We'll never get back home and I'd rather be dead than keep on.

Fourth—Just think of what we've gone through. In the first place that compass doesn't point to the North Star. I know we've been given a reason for it, but I don't believe it any more than I believe the earth is round. Something awful will happen to us before long.

Fifth—Of course it will. So far, the great dragon has been asleep, but if we strike another bed of sea-weed, we'll be gobbled up, ship and all.

First—We've been disappointed many times. Do you remember that night when we thought we saw land, and how we stayed on deck till morning, only to discover that we had been fooled by a cloud?

Second—Indeed, I do, and I remember how that stubborn captain of ours refused to make any change in his plan, but was determined to sail west, and sail west he did.

Third—Yes, and I remember how he threatened to put us in chains if we didn't obey.

Fourth—Let's throw him overboard.

Fifth—But what would we do without him, for he really is a fine sailor?

First—Yes, he is a good sailor, but I am so tired of hearing him say, "Sail on! Sail on!" whenever we ask him what to do to reach shore.

Cry—Land birds! Land birds! (All gaze after birds.)

Second—I wish those birds would carry me with them. They'll soon reach shore.

Third—Let's follow them.

Fifth—Who'll ask Columbus to change his course?

Fourth—I'm ready.

(Columbus enters and he, too, gazes after birds.)

O Columbus, those birds are flying to shore? Won't you turn your course and follow them?

Columbus—But I know we will reach the Indies if we keep on due west.

Fourth—Perhaps those birds will reach a nearer land.

Columbus—But I want to reach the Indies.

Sailor (aside)—The stubborn thing.

Sailor (aside)—Let's throw him overboard.

Fourth—We'll be crazy if we don't reach land soon. Nine weeks on this Sea of Darkness is enough to drive anyone insane. We beg you to change your course.

All—Yes, yes, you must change your course!

Columbus—But I'm sure we'll reach the Indies soon.

Sailors—Follow the birds! Change your course! Change your course!

Columbus (to himself)—That slight change will make very little difference in the end. If it will satisfy these men, I guess I'll do it. (To men)—Very well, my men, we'll turn our course a little to the south and follow the birds. Then I hope you'll be satisfied and that there will be no more grumbling. Exit Columbus.

Sailors—Hurrah! Now we'll soon reach land.

Act III

Scene—Tropical Shore of America.

Characters—Columbus—Three Spanish Noblemen—Sailors—Indians.

Indian—(with eyes shaded and looking off in the distance calls to other Indians, busy in the forest.)

My brothers, my brothers, look! Off in the distance I see a wonderful bird with great white wings. (All Indians come near the shore.)

Indian—It is coming nearer! How large it is! (All stand gazing.)

Indian—How strange! A boat full of people is coming from the bird.

Indian—The Great Spirit must be sending a message to his children. Let us watch in secret. (Indians find shelter behind trees.)

Indian—What pale faces they have! (Indians retreat further into forest; a grating sound is heard and into view come Columbus with noblemen and sailors carrying banners, spear, etc.) (All fall to their knees, kiss the ground in joy and sing the Doxology.) (Indians creep nearer.)

Columbus—(Smiting the ground with his sword.) To this beautiful land, I give the name of San Salvador.

(Planting the flag.)

In the name of King Ferdinand and Queen Isabella and of Spain, I take possession of this land and of all the lands bordered by this mighty sea.

(All members of party crowd around Columbus; some embrace him; others kiss his hand and kneel before him.)

First—Oh, great and noble Columbus!

Second—My brave captain!

Third—Forgive, I pray thee, all my disobedience.

Fourth—Always, through every danger will I follow thee.

Fifth—Long live Columbus!

All—Long live Columbus! Long live Columbus!

(Indians come nearer and gaze in wonder at palefaces and bow before them.)

Indian—Welcome, brother, welcome.

Indian—Paleface friends, the redskins bid you welcome.

Indian—O white visitors from the skies, may the Great Spirit be kind to his children who welcome you to their homes.

Columbus—Many thanks, kind friends.

(Turning to Spaniards)—Before dispersing let us salute our flag and sing our national anthem.

All—(Salute flag and sing.)

Act IV

Scene—Spanish Court.

Characters—Queen Isabella with ladies-in-waiting; King Ferdinand with guards, noblemen, Indians, sailors, page, Columbus.

Stately Assembling of court—Music.

Sailors enter each carrying some object,—bird, cotton, gold, etc., from the new world.

Indians enter, arrayed in feathers and paint, and take places near sailors.

Columbus—(Enters, preceded by page carrying banner—bows low before the king and kneeling before the queen, kisses her hand.) O most noble monarchs, through God's providence, we have been permitted to return to our homeland, and with grateful hearts we present to this great nation and to Your Majesties all lands of the western world.

King—(Extending hand.) Arise, Columbus; so great a discoverer is indeed worthy of our highest respect and esteem. We invite you to sit with us and relate your wonderful adventures.

Queen—(Extending hand.) Yes, Columbus, our hearts are full of thanksgiving to God for your safe return. We rejoice in your success and welcome you most heartily to our court.

Columbus—A thousand thanks, Your Majesties, for this gracious reception, and with great delight will I make known to you the story of my adventures.

King—Be seated, Columbus.

Columbus—Many thanks, O noble king—(Pause). After leaving Palos, on Aug. 3, we sailed to the Canary Islands, then turned our course due west. For many weeks we sailed. The weather was mild and the sea calm and smooth. There were days of discouragement, especially toward the last; but finally land was sighted on Oct. 12. Everyone rejoiced, for our task was finished and all fears removed. As quickly as possible we rowed ashore and claimed the land for Spain.

King—Splendid! Did you find a promising country?

Columbus—'Tis a wonderful land with sunny skies and balmy air. The forests are most luxuriant with palms and valuable woods. Among the trees are brilliant birds and curious animals. A few of these I have brought as gifts to Your Majesties.

(Sailor carrying parrots comes forward.)

Queen—(Examines them—as do king and ladies-in-waiting.)

What gorgeous feathers!

Lady—Beautiful!

Columbus—Listen carefully and you will hear these birds speak.

(He rubs their heads and one parrot calls, "Long live the king!" while another cries, "Long live the queen!")

King—Wonderful!

Lady—How extraordinary!

Columbus—(As sailor brings up basket of fruit and flowers.) This is a small collection of the fruits and flowers.

Queen—What beautiful colors!

Lady—How sweet they are!

Columbus—The plains are covered with fields of cotton. (Sailor displays cotton.)

King—Good!

Columbus—Here are some of the ornaments worn by the natives. (Sailor shows ornaments; others examine them.)

Queen—What odd bracelets!

Lady—How unique!

Lady—Isn't this chain interesting?

King—Did you find any gold mines?

Columbus—The time was short and our explorations were near the coast.

We found no mines, but the Indians told us of seven wonderful cities to the west, full of gold, silver, and precious stones.

King—Were the natives friendly?

Columbus—When first we landed, they were afraid and hid in the bushes; but when they found that we did not want to harm them, they grew friendly. They marveled at our white skin and thought us visitors from the skies. Three of these people have returned with us to Spain to be baptized into our faith.

Queen—'Tis a noble work you have done, Columbus.

(Indians come forward—bow low to the queen and king.)

Lady—What red skins and black hair they have!

Lady—How strange their dress! Isn't it picturesque?

King—Their weapons are very simple.

Columbus—But they are expert marksmen, nevertheless.

(Indians return to places.)

Columbus—For several months we cruised about, but we were anxious to return to Spain with our report. As the *Santa Maria* was wrecked shortly before we left we built a fort on Hispaniola and left a few men to guard it. The rest of us embarked in the *Pinta* and *Nina*. Because of a terrific storm we were driven far apart and did not see each other again until we met in the harbor of Palos.

Queen—God's providence is surely marvelous.

King—Arise, Columbus, and kneel before us while this court expresses its appreciation of your services. (Columbus kneels and the king drawing his sword strikes Columbus on the shoulder.) I herewith name thee Admiral of the Seas, a Spanish Don, and Governor of all the lands thou dost discover.

(The Court pays homage to Columbus and then in great state passes from the throne room.)

References and Supplementary Reading

- America's Story for American Children *Mara L. Pratt*
 Life of Columbus *Washington Irving*
 Columbus *Joaquin Miller*
 "Columbus Song," taken from "1492."
 The True Story of Christopher Columbus *E. S. Brooks*
 Life of Christopher Columbus for Boys and Girls *G. W. Moores*

CHAPTER VI

JOHN CABOT AND ENGLAND'S CLAIM IN AMERICA

THE news of the attempts of Columbus to find a new route to India and China was taken to England by merchants' ships traveling to that country. In those times this was the only means by which news could travel. There was no telephone, telegraph, nor cable to carry a message from Spain to England, or even around the world, in a few minutes, as they now do. The English king, Henry VII, was much interested when he heard of the great discovery. He thought that his country should share in the wealth that this new route to the East would make available.

At this time there was living in England an Italian who was ready to undertake such a voyage as the king desired. His name was John Cabot. He was born in Genoa, where Columbus had been born a few years earlier, spent a part of his life in Venice, and from the merchants there learned a great deal about China. He had also traveled in Arabia, where he had seen great caravans loaded with the spices and rich goods produced in the East. Because of this he had a strong desire to visit China and India.

The king turned to John Cabot when he heard of the voyages of Columbus. Cabot readily agreed to take command of a ship to sail for the new land. In May, 1497, one vessel commanded by Cabot, accompanied by his son Sebastian and eighteen men, set sail from Bristol. You may see by looking at the map that the route followed by

Cabot was far north of that followed by Columbus. He sailed westward, and on June 24 sighted the coast of Labrador. He named the country New-found-land, and claimed it in the name of the king of England. He then returned home, thinking he had landed on the eastern coast

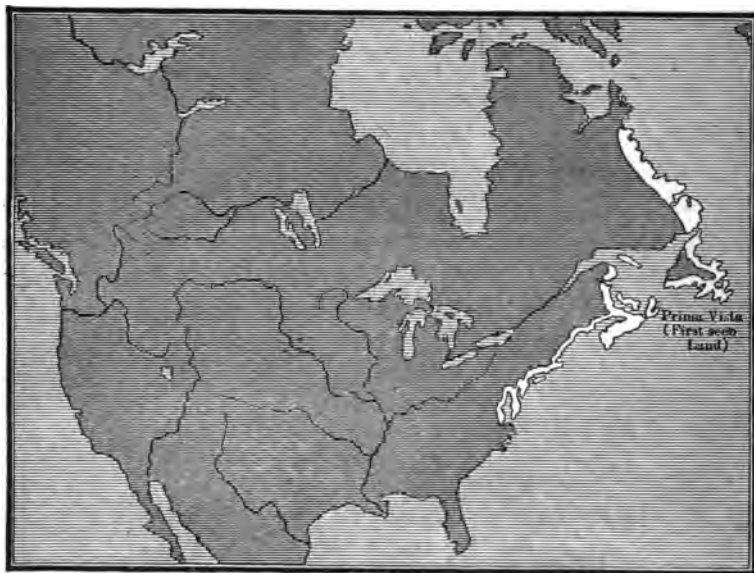


The Type of Vessels used by John Cabot.

of Asia. He did not find the new route to China that he was searching for, but he did establish for England a claim to vast regions in the new world. For his services he was given ten pounds, or about fifty dollars, by the king, and was paid a small pension by the city of Bristol. Honored by the king and people, he was known as the Great Admiral.

Another voyage was undertaken by Cabot in 1498.

With a fleet of five or six vessels he explored the coast of North America as far south as Cape Cod, Massachusetts. Sebastian Cabot and a pilot of one of the ships each made a map of the coast which they explored. These maps, which were the first ever made of this region, are still in existence.



The light portions on the eastern coast of North America show the discoveries made by the Cabots.

John Cabot was lost on this voyage. In fact, only one of the ships ever reached England again. Sebastian Cabot, on his return, reported seeing great quantities of codfish near the coast of Newfoundland. This was of interest to Bristol, which was an important fishing town. The fisheries later established near Newfoundland, as a result of Cabot's report, have grown to be the greatest in the world.

King Henry, who wanted the wealth of China and India,

lost all interest when Cabot did not find it. It was over fifty years before any more attempts were made by England to explore the new land. When, however, England again turned her attention to the new world, she based her claims wholly upon Cabot's explorations.

THINGS TO THINK ABOUT

- I. What were the chief reasons for the explorations of the Cabots?
- II. What was learned from their journeys?
- III. What country profited most from the journeys of the Cabots?
Why?

CHAPTER VII

JUAN PONCE DE LEON AND THE FABLED FOUNTAIN

FOR a number of years after Columbus made his voyages, the Spanish people suffered no interference with their explorations in the *new world*, as it soon came to be called. As you have seen, the English king lost interest as soon as Cabot failed to bring back gold and other treasures. It was over fifty years before any other English explorers made voyages to America. But, in the meantime, the Spanish explorers were busy establishing colonies and exploring in different parts of the new world. As they were in search of wealth, few of them tried to build homes where they might live. They wanted to get rich quickly. Some of them did, as we shall see, but many lost their lives in their efforts to conquer the Indians whose property they were seeking to take away.

Colonies were soon established on various islands of the West Indies. This made it easy to fit out armies and take them to different parts of the country to explore or conquer as they wished.

Some of the governors of the different islands already were rich men. Among them was Juan Ponce de Leon, governor of Porto Rico. He came over with Columbus on his second voyage. He had heard from men who had made voyages to the country north of Porto Rico that they had seen people living on fine fruits and other foods which grew without cultivation. They also told him that the natives were rich—that they possessed beautiful jewels and much

gold. Best of all, however, to de Leon, who was now an old man, the travelers told him of a fountain, the waters of which would bring back a man's youth, if he bathed in them. Fully believing this fable, he fitted out three fine ships, and, in 1513, set sail for the land of the wonderful fountain.

We wonder now how de Leon could have believed such a story, but men of that time were ready to accept any tale of the new land. They had read many stories of China and India which were supposed to be true,—stories as strange as this legend of the fountain of youth.

On Easter Sunday, 1513, de Leon caught his first view of a new land of beautiful groves of trees and many flowers growing in the tall rich grass. Because of these flowers and because he found the new land on Easter Sunday, which was called Pasqua Florida, or Flowery Easter, he named the land *Florida*.

His landing place was probably not far from the present city of St. Augustine. After several weeks spent in exploring along the coast, he was obliged, however, to go back to Porto Rico an older man than when he came, having found no fountain, as he had hoped.

On a second voyage, in 1521, de Leon was wounded in a fight with the Indians. The men who managed to escape sailed with him for Cuba, where he died from the effects of his wound. De Leon's experience was like that of other Spaniards who placed personal gain ahead of a desire to build up and make a good use of the country.

THINGS TO THINK ABOUT

- I. What do you think of de Leon's reason for his voyage?
- II. What good result came from his explorations?
- III. For whom was de Leon working?

CHAPTER VIII

BALBOA AND OTHER SPANISH EXPLORERS AND THEIR DISCOVERIES

In the year in which de Leon discovered Florida, another Spaniard, Balboa by name, a governor of one of the Spanish colonies, visited an Indian village on the Isthmus of Panama. He was told by the Indians of a great sea that lay to the south. He traveled to the new sea and discovered the greatest ocean of the earth, which, later on, in 1519,



Ferdinand Magellan.

He was the first of the early explorers to make the voyage across the Pacific Ocean.

was called the Pacific by a Portuguese sailor named Magellan.

At the time of Balboa it was a great task to cross the narrow piece of land now known as the Isthmus of Panama, but in these days boats pass from the Atlantic to the Pacific Ocean through the great Panama Canal in eight hours.

Magellan was sent out by Spain. Sailing through the strait that now bears his name, he went westward across the great ocean until he reached the islands off the Eastern coast of Asia. Taking possession of these islands for Spain, he named them the *Philippines*, after the Spanish king. They remained a Spanish possession until bought by the

United States in 1898. Magellan was killed in a fight with the natives on one of the Philippine Islands. One of his vessels continued on the voyage and finally reached home by sailing around the Cape of Good Hope. If you trace this first trip around the world on the globe, you will see that it proved what Columbus had believed—that the world is round and that the East may be reached by sailing westward. It was by this voyage, too, that people came to know that Columbus had really found a new world and not just a part of Asia, as he thought.

Hernando Cortez, a brave young soldier, heard in 1519 of great wealth in Mexico. He fitted out a small army and set out to conquer the Aztecs, as the people of Mexico were called, and to take their riches. After many trials he succeeded, in 1521, in taking the Aztec capital. Thus Mexico became a possession of Spain. In this case the report of wealth was true. The Spaniards found riches to satisfy their wildest dreams. Mexico has been free from Spanish rule for many years, but the Spanish language is still spoken, and Spanish customs are still followed in that country.

Pizarro, one of the soldiers in the settlement of Panama, led an expedition to Peru in South America, where the Incas dwelt. Like the Aztecs, the Incas were half-civilized Indians who had built many wonderful buildings and had gathered together great treasures of gold, silver, and jewels. The Spaniards showed no mercy to these people, using every means, no matter how unfair, to conquer them. When the ruler of the Incas was captured and killed, Pizarro and his followers gained the gold and treasures that they valued so much. He met the same fate, however, as many others who used their strength to injure the weak. He was killed in a quarrel with some of his followers. His conquest, like

that of Cortez, added to Spain's share of the new world great areas with vast riches.

Among the soldiers who helped Pizarro conquer the Incas was a young Spaniard named Hernando de Soto. He, like many others, became very rich through the conquest of Peru. Moreover, for his services the king of Spain gave him the governorship of Cuba. It would seem that he should have been satisfied with these riches, and the honor of serving as Governor of Cuba, which at that time was a very important colony. But he was not. He wanted more wealth, and thought that he might find another Peru near the country explored by de Leon. In 1539 he took six hundred men with him and set sail to the coast of Florida where he landed and began his journey into the wilderness. He marched inland toward the North through what is now Florida and Georgia. He then turned to the West and passed through the present states of Alabama and Mississippi. It was a journey filled with hardships, and the treasures of gold for which he was always searching could not be found. The land through which he passed was the home of many Indian tribes. His treatment of these Indians was the same as Pizarro's in Peru. De Soto punished and killed without mercy. He forced Indians to be his slaves, and treated them worse than we would treat beasts. Indians were forced to act as guides, and if they disobeyed in any way, they were killed by horrible tortures. All this angered the natives, who sent messengers throughout the country to spread the news of the strange traveler whose only thought was to gain riches, no matter what the cost in human suffering. He was even cruel to the men in his army. He would not listen to pleadings to return when they saw what hardships they had to endure. After two years of wandering, they reached the banks of the Missis-

issippi River. This was in 1541. He did not know it, but he achieved more distinction by discovering this great river than great wealth could ever have brought him.



Discovery of the Mississippi River by De Soto.

De Soto crossed the Mississippi and, still searching for gold, led his men northward and explored the country nearly as far as Missouri. Finally, tired out and discouraged, he turned back and started for home. He was taken ill before he had gone far and died with the thought that his journey

had been a failure. He could think of success only as measured by one thing—gold.

His followers dared not bury his body where the Indians would find it, because de Soto's cruel treatment of the Indians had made them all enemies. With their leader gone, the soldiers feared the Indians might attack and probably kill them and so they lowered de Soto's body by night



The Burial of De Soto in the Waters of the Great River that he Discovered.

into the waters of the great river he had discovered. Then they set out on the long hard journey home. When they did finally reach Mexico, where other Spaniards had settled, only half of the proud army that started out remained. These three hundred men were worn out with hunger and nearly dead from hardships. They thought they had gained nothing, but a great discovery had been made, and Spain had established a claim to still another of the richest regions of the world.

THINGS TO THINK ABOUT

- I. Do you think any white man had seen the Pacific Ocean before Balboa did? Why was he called the discoverer of it?
- II. Why was Magellan's trip around the world important?
- III. What does the history of Cortez teach us about the desires of the Spanish in America?
- IV. Give as many reasons as you can why de Soto's journey was difficult.
- V. De Soto did not find what he was searching for but he has an important place in our history. Why?

CHAPTER IX

DRAKE: AN ENGLISH EXPLORER OF THE SIXTEENTH CENTURY

As you have already learned, the Spanish sailors were about the only ones who explored and conquered the new world for many years after Columbus discovered it. Spain grew rich and powerful through the conquests of Mexico, Peru and other countries, and used this wealth later on to wage war against other countries in Europe, particularly England.

England had by the latter half of the sixteenth century become a great nation, and was Spain's chief rival in Europe. Anxious to have a share in the wealth of the new world, Queen Elizabeth was willing to lend her aid to English sailors who wished to compete with the Spaniards in getting this wealth. At this time the laws of the sea were very lax, and, even in times of peace, it was not uncommon for an English ship to capture a Spanish vessel laden with treasures, rob it of food and valuables, and sail away. This was as true of other sailors as of the English. Today we should call such practice piracy. A pirate is punished with death if captured, but at that time the most successful sea robbers became great men and received honors from their rulers.

One of these English sailors who profited by trading with the Spanish colonies in the new world was John Hawkins. He made much money by bringing negroes over to this coun-

try from Africa and selling them as slaves to the Spanish. He is said to have been the first Englishman to engage in the negro slave trade with America. While on a voyage in 1567, his fleet was attacked by the Spanish and all but two boats were destroyed.

With Hawkins on this unfortunate trip was a young cousin of his named Francis Drake. This young man, who was twenty-two years of age at this time, had been a sailor from youth and was as brave as he was a good sailor. Because he could not forgive the Spanish for the loss of his wealth in Hawkins' defeat, it was not long before he set out with a stout ship to capture as many Spanish treasurerships as possible, and also to do what damage he could to the Spanish colonies in the new world. He succeeded in capturing many vessels, and raided many Spanish coast settlements. Drake made three voyages through the West Indies and along the coast of Mexico and South America, gathering a harvest of gold and spreading fear among the Spanish people as he went. On the third voyage he spent some time on the Isthmus of Panama, and while wandering over the Isthmus saw the Pacific ocean, which Balboa had discovered sixty years before. He resolved to sail that great ocean in an English ship.

Upon his return to his home-land he was greatly honored by his queen. After remaining in England for some time, he set out again with a fleet in the hope of gaining some of the wealth of Peru. He finally succeeded in passing through the Strait of Magellan, but his own vessel, the "Golden Hind," was the only one that made the passage into the



Sir Francis Drake.

The first journey around the world was made by this brave sailor.

Pacific. All the others were lost on the rocks, or deserted him when their sailors saw the dangers of the strait.

Drake sailed northward and gathered vast treasures in Chile and Peru from the Spanish, who were taken by surprise and became easy prey for him both on land and sea. He is said to have seized nearly a million dollars' worth of treasure from one ship alone.

After his adventures along the coast of South America, he sailed to the North and spent the winter of 1579 in what is now California. He claimed the land in the name of England, naming it New Albion. In the spring he continued his journey and finally, in late summer of 1580, reached England, having sailed completely around the world.

You will agree that Drake was a hardy seaman when you know that he made all these journeys to the Spanish colonies and completed a three years' voyage around the world in a slow sailing ship of that time, all before he was forty years old.

His services to his country did not close with this voyage, however, for in 1588 the Spanish king determined to put a stop to England's attacks on the Spanish-American trade. He fitted out a great fleet of vessels, called the Spanish Armada, and set out to invade England. Lord Howard commanded the English fleet against the Spanish, but Drake served under him as an important officer. The great sea fight resulted in the destruction of the Spanish fleet, and gave England the secure place on the seas which she has always held. She was thereafter "Mistress of the Seas."

Later voyages of Drake were not so successful as his earlier ones. While on a voyage with his cousin, Sir John Hawkins, the Spaniards defeated them. Hawkins died from an illness which broke out among the sailors. Drake still kept on, but he, too, was taken ill, died, and was buried

at sea. He was a brave sailor, and his efforts helped to make England a great sea power. This power made it easy for her to take a prominent place among European nations when the time came for English colonists to settle in America.

THINGS TO THINK ABOUT

- I. Why do you think the Spanish gained so much in America before other countries began to colonize?
- II. What is meant by a pirate?
- III. Would you like to have been a sailor with Drake?
- IV. Why was Drake honored by his queen?
- V. Do you think Drake was a patriot?

CHAPTER X

SIR WALTER RALEIGH AND HIS ATTEMPTS TO MAKE SETTLEMENTS IN AMERICA

FROM the time of Sir Francis Drake England's interest in the new world rapidly increased. Spain had reaped a golden harvest from her conquests in America, for her trade with the colonies that she had established was very profitable. Drake did some damage to Spanish commerce by raiding her colonies and destroying her ships, but it was left to others to build up for England colonies and trade that could compete with those of Spain.

Besides the establishment of trading points for England in America, there were other reasons why Englishmen wanted to plant colonies there. They had the same hope as the Spanish, that there were gold and silver to be found. Moreover, as there were many people in England at that time who could find no work, it was thought that America would be a good place to which to send them.

Sir Humphrey Gilbert first attempted in 1587 to plant a British colony in America, but he was unsuccessful. He made a second trial later, but two out of his three vessels were wrecked in a storm and he himself lost his life.

Gilbert had a stepbrother named Walter Raleigh who took up the work of trying to colonize America for England after Gilbert's death. At the age of fifteen Raleigh entered Oxford University. He showed unusual ability in his studies, and, because of this and his gracious manners, he soon made many friends. He left the university after three

years and fought in France, Holland, and Ireland. After his return to England his many accomplishments brought him to the notice of Queen Elizabeth. She was so pleased with his wit, charm, and learning that it was not long before he became a general favorite at her court. As she gave him many special privileges which brought him great wealth, we find him at the time of Gilbert's death well prepared to take up the work that Gilbert could not do. The queen had granted Gilbert a charter which gave him "the right to lay claim to any land in the West not actually possessed by a Christian." This charter she now gave to Raleigh, who by its terms was made governor over all colonies he might establish. *The charter also granted the people who desired to go to America the same political and religious rights that they had in England.*



Queen Elizabeth.

England's great queen helped in the efforts to make settlements in America.

Raleigh thought it best to send out an exploring party to look over the land to find the best place for a settlement. Two ships set out in 1584. This expedition landed in the autumn on an island in Pamlico Sound in what is now North Carolina. They found the country beautiful with flowers, the climate warm, and fish and game in abundance.

They explored Pamlico and Albemarle Sounds, and then returned to England. The report made to the queen so pleased her that she named the country in her own honor. As she was unmarried and had the title, "The Virgin Queen" she called the new land *Virginia*.

Soon after the return of this expedition Raleigh sent out seven ships loaded with colonists. These men landed at



Sir Walter Raleigh.

Raleigh was a pioneer among those who attempted to settle America.

Roanoke Island and established a colony. Unfortunately, the colonists did not like to work, and, instead of planting crops for food, they depended upon what they could get from the Indians. As they were not always fair, however, in their treatment of the Indians, it was not long before an unfriendly feeling grew up. It soon became difficult to get food and many colonists died the

first winter. All would have probably perished if Sir Francis Drake had not happened along and taken the few survivors back to England.

The colonists took with them two plants that they had found growing on Roanoke Island. One of these was the potato, which the English had never seen up to this time. The other plant was tobacco. The colonists had tried it and thought it worthy of being carried all the way to England. The potato has become an important food in many countries, and tobacco is used all over the world, in every land.

In 1587 Raleigh made another attempt to make a settlement in America. This time he included women and children among his colonists. The expedition was under the command of Captain John White. These colonists also landed on Roanoke Island. A short time after they landed, the first English child was born in what is now the United States. The child was a grand-daughter of Captain White and was named Virginia Dare. She was born in 1587.

After remaining with the colonists a short time, Captain White returned to England to report to Raleigh, and to get aid for the colony. He expected to return almost immediately, but when he reached England he found everyone excited over the preparations to fight the Spanish Armada. It was not easy to provide ships and men to relieve the colony in the new world when England was in so much danger, and two years passed before White returned to America. When he reached Roanoke Island no trace could be found of the colonists. Their fate has always remained a mystery.

Raleigh gave up the attempt to plant a colony in America after this failure. He had spent a fortune in his efforts to make a settlement in the new world but had failed to accomplish his purpose. His example, however, and the lessons learned from his efforts encouraged other English people to try to settle in America, so that it was not long before many colonies were established. Through hard work and perseverance the settlements thrived and laid the foundations for the prosperous land which finally became the United States.

THINGS TO THINK ABOUT

- I. What were two reasons why the English wished to have colonies in America?
- II. Why did Raleigh send out an exploring party to look over the land?
- III. Why did his first colony not succeed?
- IV. Why are the potato and tobacco important plants?
- V. What good did Raleigh do even though he failed to start a permanent settlement in America?

PERIOD OF SETTLEMENT AND DEVELOPMENT, 1607-1775, 168 YEARS

CHAPTER XI

SETTLEMENTS IN AMERICA

IN the story of Sir Walter Raleigh we learned of attempts to make settlements in America. His failures did not discourage others, but instead taught them to make better plans. Permanent settlements were finally established in Virginia and New England.

Note the time and the nature of the homes made in the new world. Think of the strong men who helped to make these homes. They were the leaders of that period of history called the Period of Settlement.

As suggested in the first chapter of this book, you should become as well acquainted as possible with such men as John Smith, Myles Standish, and other leaders. Try to imagine yourself with them in their journeys on the sea, in their homes in America, and in their daily tasks in the little settlements that they helped to make.

All men and women who came to America had good reasons that made them desire to leave their homes in the old world and brave the hardships of a new land. As you study the stories look for these reasons and then explain the difference between the life led by these early settlers while in Europe and their life as led in America. Why was this

a land of freedom for them? Find out in what ways America was a "Land of Opportunity" to the early Virginians, the Pilgrims, the Puritans, the Quakers, and to others.

The early settlers were dependent upon the mother country. Explain why. As time passed and the number of homes increased, the land that was once a wilderness became cultivated farms. Cities grew up where it was handy to take various products for trade or shipping. Boston, New York, and Philadelphia were the most important. The people grew less dependent upon the mother country. Explain why. There was more of a feeling that America was for Americans and that the colonists should be free from governments in Europe. As you study the different stories, look for passages showing the growth of such a feeling.

Determine how long it took to establish settlements in the country from New England to Georgia. Compare the length of this period with the length of the period of exploration.

Study the pictures and the maps as well as the stories, and make a collection of other pictures that will show something about the early colonists and their home life in America.

As you study, determine, if you can, what those men and women in Virginia, New England, New Jersey, Pennsylvania, and other colonies did for you.

CHAPTER XII

JOHN SMITH AND THE FIRST PERMANENT ENGLISH SETTLEMENT

THE Cabots, Sir Francis Drake, and Sir Walter Raleigh were all great Englishmen and did great deeds for their country, but the credit for making the first permanent English settlement in what is now the United States belongs to men who followed them and profited by what they had done. It was about twenty years after Raleigh's unsuccessful efforts to plant a colony in America that a body of wealthy merchants, joined together in what was called the London Company, sent out a group of people, one hundred and five in number, for the purpose of making a settlement in the new world. This group of colonists set out New Year's Day, 1607, in three small vessels. It was May before they finally landed on the banks of a river which flows into Chesapeake Bay. This river they named the James in honor of James I, who was the king of England at that time. The settlement was named James-town for the same reason.

Like those in Raleigh's colony, these settlers were not the kind of men to do the necessary work of building up a colony. Many of them were "gentlemen" who did not think they should work with their hands. They thought it would be easy to gather a fortune in America, and then return to England. They were mistaken. Soon after they came the weather became very warm. The place where they settled was unhealthy. Food was hard to get. Many of

the settlers died of starvation or disease. The Indians, too, were unfriendly, and helped to make the colonists' life very hard.

The man who did most to help the colony over the trials of the first year was Captain John Smith. He was a



Captain John Smith.

Such men as Captain Smith made it possible for the early settlers to build homes and live in the new land.

young man twenty-eight years of age who had seen much of the world, having had many adventures in the war in Holland, and in other parts of Europe. His adventures, as he tells them in the story of his life, read like those of a hero in a fairy tale. We know from his work in Virginia that he was fearless. His management of the affairs of the colonists proves that

he was as wise as he was fearless in his relations with the Indians.

John Smith showed the "gentlemen" how to work, and soon had them hewing trees and building log houses. It was not easy to keep them at such common work as building houses, because many of them wanted to search for the gold that they thought might be found. They did send a load

of yellow sand to England, thinking it was gold, but it turned out to be of no value.

A rule was made by Smith that all should work if they were to eat. At first they had a common storehouse, but this plan made it easy for the lazy ones to get food as well as the workers. Everybody went to work when the food supply was stopped.

John Smith believed Virginia was a narrow piece of land between the Atlantic and Pacific Oceans, and he made several trips up the different rivers in the hope of finding the Pacific. You can see from the map how far he was from right in his ideas of the size and shape of the continent of America.

On one of these exploring expeditions he was captured by the Indians, who killed all his companions and would have taken his life also had he not aroused their wonder by showing them his pocket compass. He also wrote a letter on a piece of paper to his friends in Jamestown. This astonished the Indians to think that Smith "could make paper talk." Afterwards Smith was taken before the chief of the tribe, Powhatan. For a time Powhatan was pleased with the compass and kept Captain Smith a prisoner near him. It was not long, however, before he tired of his prisoner, and would have killed him had not Pocahontas, his daughter, pleaded for Captain Smith's life. Not only was his life spared, but he was sent back to his friends in Jamestown.

The colonists were in a sad condition when John Smith returned from his imprisonment. He helped them to get corn from the Indians, and to catch fish from the rivers for food. As they still did not work as they should have, the colonists could not secure enough food. The river water also was not good to drink. Many were taken sick and

some died. During one cold winter it was even necessary to kill the dogs and horses for food.

However, more settlers kept on coming from England, and finally a ship with women and children came. Real homes were made with women to care for them, and the colony prospered.

In 1609 John Smith left the colony. He was injured by an explosion of gunpowder, and was obliged to go to England for surgical treatment. He revisited America later, exploring the coast from Maine southward. He made a map of the district and presented it to King Charles on his return to England. This map was remarkable for its accuracy. John Smith named the region that he explored *New England*, a name which it has kept to this day. Later on he attempted to plant a colony in New England, but was unsuccessful. He spent the last years of his life at home in England writing books about his travels and adventures.

By 1619 the number of colonists in Virginia had increased to about four thousand. These people desired to have a government of their own, and asked permission of the London Company to elect representatives from different parts of the colony who could meet together to make laws for the colony. Permission was granted, and in 1619 these representatives met in Jamestown. *This was the first law-making body to meet in America. It afterwards came to be known as the House of Burgesses.*

Another event that is not so pleasant to record took place in 1619. In that year a shipload of negroes was brought to Virginia by traders and sold to the settlers as slaves. Trading in slaves increased and extended as the country grew, until the slave question became one of the most important in the history of the United States.

John Smith was a brave and determined leader of men.

He helped to establish the first permanent English settlement, Jamestown, in America. In this settlement in 1619 the House of Burgesses was established and negro slavery was introduced. These were very important events in our national history. They marked the beginning of the two most vital questions in that history,—the questions of representative government and of slavery.

THINGS TO THINK ABOUT

- I. Why did it take so long to start a successful settlement in America?
- II. Why were the first men who came to Jamestown not good men to make a settlement?
- III. How did John Smith help the settlers at Jamestown?
- IV. Why did the colonists wish to make their own laws?
- V. Why were men needed who could stand hardships as John Smith did?

CHAPTER XIII

MYLES STANDISH AND THE SETTLEMENTS IN NEW ENGLAND

NOT many years after John Smith and other Englishmen settled in Jamestown, another group of Englishmen, women, and children founded a settlement at Plymouth, in what is now the State of Massachusetts. *This group of people did not go to America to get rich; instead of that they wanted a home and a place to worship as they desired.* They were called Pilgrims.

At that time King James was the ruler of England. He wanted all the people to worship after the same plan. There were some men and women, however, who set up churches of their own, and, as they had separated from the King's church, they were called Separatists. Some of the people wanted to change and reform, or, as they said, purify, this form of worship. They were called Puritans. The king's officers persecuted these people who differed from the king in their idea of worship; and as some travelled from place to place to escape persecution they came to be called Pilgrims.

The Pilgrims left England and settled in Holland. As they found the Dutch people friendly, their life in Holland was pleasant. After staying there a few years, however, they found that their children were learning the Dutch language and following Dutch customs. They did not like to see that, because they really loved their home land and wanted their children to grow up as English men and women.

On account of this they wished to leave Holland. They finally decided to go to the new land, America.

In July, 1620, about one hundred of the Pilgrims in Holland set sail for America in the *Speedwell*, from the port of Leyden where most of them lived. Among them was Captain Myles Standish, an Englishman, who, although he was not a Pilgrim, had joined them in Holland and had become well liked. He had shown bravery in the wars in Holland, and in America, as you shall see, his military training helped him very much in giving aid to the new settlers. He was a small man, with reddish hair and beard. He sometimes dressed in armor and his weapons consisted of a heavy sword and a flint-lock gun.



Myles Standish.

The work of Standish was like that of Captain John Smith of Jamestown.

Another vessel, the *Mayflower*, joined the *Speedwell* at Southampton, England. As the *Speedwell* proved to be unfit for the voyage, one hundred and two of the voyagers crowded into the *Mayflower*. They finally started in September and took nine weeks to reach America. They planned to go to Virginia, but great storms arose and drove the *Mayflower* to the north of the course. When they finally reached land it was near Cape Cod.

While at anchor in Cape Cod Bay they signed an agreement that all should obey for the general good of the

colony. This covenant agreed to by the little band of Pilgrims shows that they had respect for proper laws. They wished for freedom from laws that caused them to be persecuted, and they gained this freedom by coming to America. That they were law-abiding is shown by their willingness to put their names to the body of laws prepared by their leader and the selection of a governor to execute the laws. They chose John Carver for their first governor.

As it was not easy to find a good place to land and build homes, Myles Standish and a few other men spent several weeks exploring the land. At last they decided to settle at



The Mayflower.

a place called Plymouth on John Smith's map of that region. The water was shallow near the shore, which made it necessary for the people in landing to step from the boat to a great stone lying

near the shore, and from that to the land. This rock, which may be seen to this day, is called Plymouth Rock.

The Pilgrims landed December 21, 1620. The day was cold, and snow covered the ground. There was no shelter and food was scarce. They suffered from the severe cold but they set about to build a house. It was not many days before they had a log cabin built where all lived until other homes could be built.

The first winter was filled with severe trials for these brave people. Many of them were ill, and at one time only Myles Standish and a few other men were well enough to care for the sick people. Standish proved himself as good a nurse

as he was a soldier. He tenderly cared for those who were too weak to help themselves, at the same time keeping careful watch that the Indians did not attack the settlement. Over half of the little group died the first winter. Among these were Rose Standish, Myles Standish's wife, and John Carver, the governor. In order that the Indians might not know how many had died, the graves were level with the ground, and, in the Spring, corn was planted over them as well as on the other land.

An Indian named Samoset visited the settlers in the Spring. He had learned English from an English fisherman and surprised the Pilgrims by calling out, "Welcome, Englishmen!" He remained at the settlement over night and then returned to his home in the forest. He soon returned with another Indian named Squanto, who had been taken prisoner by some English explorers, had been taken to England, and while there had learned the English language. He informed the settlers that Massasoit, the chief of his tribe, would visit them in a short time. Preparations were made to receive Massasoit as an important man should be received. Myles Standish and a group of soldiers met him and escorted him to the governor. Friendly greetings and presents were exchanged, and a peace compact was drawn up. This peace was kept for fifty years.

Squanto liked the ways of the white people, and spent several years with them. He taught them how to raise corn and other vegetables and how to trap the game of the forest. Such pleasant relations with the Indians helped the colonists. Many hardships that John Smith and his followers suffered were thus avoided in New England.

The harvest of the first season was so plentiful that the Pilgrims set aside a day of thanksgiving for the good crops. The Indians were invited, and Massasoit and several of his

followers spent three days of feasting and entertainment with the Englishmen. From this beginning, the national custom of having the last Thursday in November as Thanksgiving Day has grown up.

Some Indians were not so friendly as Massasoit. One chief named Canonicus sent a bundle of arrows wrapped in a snake skin to Myles Standish. This meant that he was ready to declare war on the English. Myles Standish kept the arrows, but returned the snake skin filled with powder and shot. This was a warning to Canonicus that the settlers were willing and ready to fight. The Indian chief decided to leave the English alone when he received Myles Standish's message.

At another time Massasoit told the Pilgrims of a plot the Massachuseuks tribe had formed to attack them. Myles Standish marched against the unfriendly Indians with such success that the threatened trouble quickly came to an end.

The homes of the Pilgrims differed a great deal from ours. They were made from rough logs cut in the forest into different lengths, depending upon the size of the house that was to be built. These logs were piled upon one another to make the four walls, and then the roof was made over all and covered with large shingles split from short logs. There was but one large room in the house which was made to serve as kitchen, dining room, and parlor. The cooking was done in large pots over the fire in the fire-place. Some furniture was brought from England, and other furniture was made by the Pilgrims. Every home had a spinning wheel.

There was a church in every community which was attended every Sunday by all the people. In Plymouth on Sunday morning Myles Standish and a few of his brave soldiers went to the meeting-house at the head of the pro-

cession, followed by the men, women, and children of the settlement. The services lasted all day long. There was no heat even in the coldest weather, except from small foot stoves. You can imagine that it must have been very unpleasant in cold weather; nor was it easy for the boys and girls to listen to a sermon two hours long without falling asleep or getting into mischief. A man was appointed to



Pilgrims Going to Church.

The desire of the Pilgrims to worship as they wished brought them to America.

keep them from doing either. If they fell asleep, or behaved badly, it was his duty to tap them on the head with a stick that he carried for that purpose. All children were expected to give good attention to the sermon, no matter how long it was.

The daily life of the boys and girls was a busy one. They helped their parents in the daily work and attended school.

The Pilgrims thought it was necessary to have schools, and school-houses were among the first public buildings that they erected. These school-houses were made of rough logs with the cracks filled with mud and dried grass. Inside the walls were rough; there were no pictures; and the seats were made out of thick boards split out of logs. These schools were not well lighted nor were they well heated. Books were very scarce; in fact, the only book in some of the schools belonged to the master. But with all these difficulties many Pilgrim boys and girls grew into worth-while men and women. Later on in our history you will see how their descendants took a leading part in helping to lay the foundation of the United States as we now know it.

Myles Standish was always ready to help in every kind of labor or in fighting. He later went to England to get money to aid the colonists. His last years were spent at Duxbury, not far from Plymouth settlement. Among others who lived there with him was his friend John Alden. The story of Myles Standish, John Alden, and the Puritan maiden Priscilla is beautifully told in a poem called "The Courtship of Miles Standish," by Henry W. Longfellow.

THINGS TO THINK ABOUT

- I. Why did the Pilgrims go to Holland?
- II. Why was it very brave of the Pilgrims to wish to settle in America?
- III. The agreement signed on the Mayflower was called a compact. Why was it called a compact? Why was it necessary to have laws?
- IV. How do you think Myles Standish helped the colony?
- V. The Pilgrims believed in having a church and schools for the children. What does this show us about these people?

CHAPTER XIV

JOHN WINTHROP AND OTHER PURITAN LEADERS

THE Pilgrims spent several lonesome years in America before other English people decided to settle near them. Their number had increased to about three hundred when some Puritans, under the leadership of John Endicott, settled at Salem in 1628.

These Puritans were those people of whom you read in the last chapter who wished to simplify or purify the form of worship in the English church. As this did not please the king he persecuted them as well as the Pilgrims. By 1630, however, there were many educated and rich men among the Puritans. Some of these men, under the leadership of John Winthrop, obtained a charter from the king, giving them the right to settle in America and make the laws which were to be observed in their colony. The company was called the Massachusetts Bay Company, and Winthrop was named as the first governor. He held that office for twelve years.

It took a fleet of eleven vessels to carry the Puritans who left England in March, 1630. They carried with them tools that they would need in making their new homes. They also took horses, cattle, and other stock, as well as seeds and extra provisions. The voyage did not end until June. The land that they saw was not like that which the weary Pilgrims selected for their home in December, 1620. The fields were covered with flowers now and the weather was warm and pleasant.

Winthrop and his followers selected Charlestown for a home, but the water there was so impure that many became ill. They looked about for a better place and chose a piece of land consisting of three hills which lay across the river



Governor John Winthrop.

Winthrop's leadership helped the Puritan settlement to prosper.

from Charlestown. They named this place *Boston*, after a fine old city in England. You may find Boston and the other places spoken of if you will look at the map of Massachusetts.

The winter of 1630-31 was filled with suffering for the Puritans. Food became scarce. The weather was very cold. So many became ill that it was feared at one time that all might perish from starvation. But when nearly

all hope was gone a ship arrived from England with a plentiful supply of provisions and the colony was saved.

Over a thousand people arrived from England the next year. As others followed, it was not long before Boston became a large town. Other settlements were also started at Watertown, Roxbury, and other places near Boston.

When the settlers first came their chief thought was to get food, and farming became the principal industry of the colony; but as the number of colonists increased some gave their attention to ship-building and engaged in trade with the West Indies. Others became interested in fishing off Newfoundland. This industry met with so much success



The Puritans' First Sunday in America.

The Puritans, like the Pilgrims, were a devout people. They are shown here listening to their preacher.

that fishing became and still is one of the most important industries of Massachusetts.

Governor Winthrop was not only a good governor, but he set a good example for others to follow. He lived as he thought other Puritans should live. He believed, as they did, that the people should live according to very strict laws,

many of which had a great deal to do with religion and the church.

Every one was obliged to attend church twice on Sunday. A scolding woman was punished by ducking, or by standing outside her door with a stick tied across her mouth. A man who told untruths was made to stand on the street, a large sign with the word "liar" printed on it hanging from his neck. For some crimes men were placed in the "stocks," or "pillory," where they were held stiff and rigid, and exposed for hours to the ridicule of people passing by.

The daily life was a busy one. A bell rang the curfew at nine o'clock, when everyone had to go to bed. In the morning at half-past four another bell awoke them for their daily work.

There were no stores where the settlers could buy food and clothing. It was necessary to raise grain and vegetables or hunt game in the forest. If a suit of clothes or a dress was wanted, the housewife had first to spin the wool, then weave it into cloth, and then make the garment.

Neighbors helped one another with work that needed several men, like "raising" a barn, pulling stumps, or getting in such crops as corn and wheat. Women helped each other when butchering time came, or when it was necessary to sew rags for a rag carpet. No one wanted pay for helping his neighbor. They asked only for thanks and a willingness to help some one else in case of need.

The Puritans started the custom of holding town meetings to make the laws for the different towns of the settlement. At these meetings the laws which were made were supposed to be for all the people, but no one was allowed to vote unless he was a church member.

The chief reason why the Puritans left England was their desire to worship as they pleased, but as soon as they

settled in America they seemed to forget that some might not desire to worship as they did. They not only took the right to vote away from those who did not belong to their church, but they persecuted all who preached contrary to their ideas.

One man named Roger Williams thought that all should vote, that everyone should worship as he pleased, and that the king of England had no right to give away land in America until he paid the Indians for it. He was a young preacher who preached first in Salem and then in Plymouth. He took a great interest in the Indians and went to the trouble of learning their language. As he was kind to them, they became his friends.

The Puritans disliked Williams' preaching and attempted to arrest him to send him back to England. He escaped and fled through the forest in mid-winter to the home of the Indian Chief Massasoit, who took him in and gave him a home until Spring. When springtime came, Massasoit presented Williams with a tract of land in what is now Rhode Island that he might send for his friends in the Puritan colony and establish a settlement. Williams called his land Providence, and invited all who wished to settle there, no matter what church they attended. *This was the first settlement in America where there was religious freedom.* Later on in this history you will find that religious freedom was considered so important that the men who wrote the laws of the United States gave everyone the right to worship as he might choose.

Roger Williams lived to be an old man. He was always very strong, and at seventy-three years of age he rowed a boat thirty miles. He helped make Providence a prosperous settlement. His advice was always sought after. The Indians so trusted him that more than once he was

successful in persuading them not to fight the white men. At one time, when the Pequot Indians were urging the Narragansetts to join with them in an attack on Massachusetts, Williams succeeded in getting the Narragansetts not to join with the Pequots. The Pequots, however, would not listen to him. They were determined to fight the English. A party of settlers marched against them, surprised them, and killed nearly the whole tribe. There was no other trouble with the Indians in New England for nearly fifty years.

Many of the colonists, like Winthrop and Roger Williams, were very well educated, and believed in schools. As they desired to have their children well educated, Massachusetts, in 1647, passed a law which made it necessary to have a free school in every town having fifty or more householders. This was the beginning of the present free school system of the United States.

It was only six years after Winthrop and his friends reached America that they set aside money to establish a college. Two years later John Harvard died in Charlestown, and left his library and half his estate to the college. This was the beginning of Harvard College.

John Winthrop lived until 1649. He was a leader of men and always stood for what he believed was right. He met with many trials but was successful in building up a great colony in Massachusetts. We shall hear more of this colony in the history of our country.

In 1643 four of the New England colonies, Plymouth, Massachusetts, Connecticut, and New Haven, united to protect themselves against the Indians, and against invasion by the Dutch. This union was called The New England Confederation. It was one of the first steps towards the United States of America.

THINGS TO THINK ABOUT

- I. Why were the Puritans punished in England?
- II. How did the Puritans differ from the Pilgrims?
- III. Why was it easier for the Puritans under Winthrop when they reached America than for the Pilgrims?
- IV. Would you like to have been among the Puritans when they first came to America? Why?
- V. Why did the neighbors help one another in early days?
- VI. Why did Roger Williams leave Massachusetts?
- VII. How did the colony that he established differ from the colony of Puritans?
- VIII. Remember that religious freedom has been an important question in our history and look for references to it as you read this book.
- IX. The group of colonies in New England that united for the sake of protection was called the New England Confederacy. Look up the word confederacy in the dictionary.
- X. Which New England colony was not allowed to join the Confederacy? Why?

CHAPTER XV

HENRY HUDSON AND THE DUTCH IN AMERICA

FOR many years after the people in Europe learned that America lay between them and Eastern Asia, they sought a waterway to Asia either across or north of North America, or north of Europe.



Henry Hudson.

The discovery of the great river that bears his name gives Henry Hudson an important place in history.

While John Smith was exploring the rivers of Virginia with the hope that some of them might lead to the Pacific Ocean, another Englishman named Henry Hudson was attempting to find a north passage to China. His explorations attracted so much attention that the great trading company in Holland, the Dutch

East India Company, engaged him to seek a shorter western route to India than the one by way of the Cape of Good Hope which they were using.

Plans were soon made, and on April 4, 1609, Hudson set forth from the Zuyder Zee in a small vessel called the *Half Moon*. He carried with him maps and other papers prepared by explorers who had visited America. Among them was a letter from Captain John Smith, in which he stated

that there was "a strait leading into the western ocean, by the north English colony in Virginia."

The *Half Moon* sailed to the northwest from Holland until Hudson was forced to turn southward to escape the great icebergs that were floating in the ocean. After a voyage of three months the account of his travels shows that he was near Newfoundland. From there he journeyed southward, exploring the coast waters very carefully with the hope that he would find the long sought-for passageway to the Pacific Ocean. He sailed as far south as Jamestown, and then turned and sailed to the north again. On September 3, 1609, he reached the entrance of a beautiful bay. He entered the harbor and found himself at the mouth of what we know now as the Hudson River. The bay later came to be called New York Harbor and has become the greatest harbor in the world.

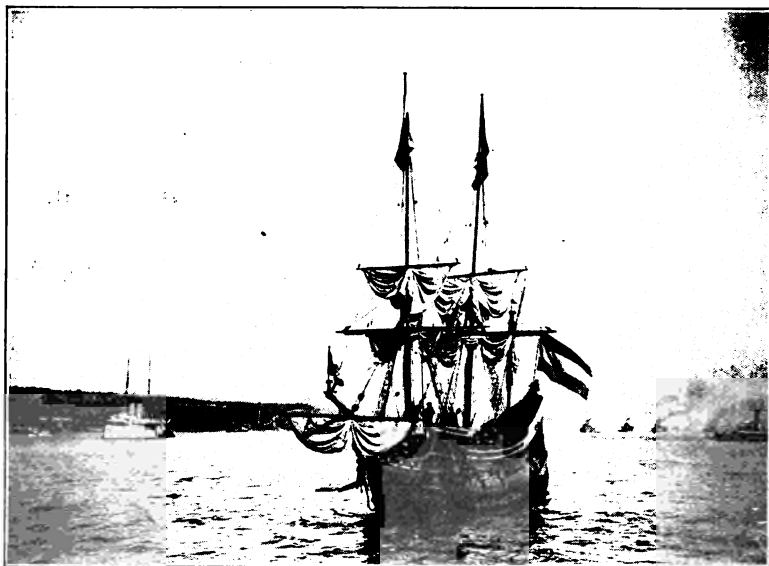
Hudson sailed slowly up the beautiful river, filled with the hope that he had at last found the short route across America. It is hard for us to understand how he could have thought that the Hudson River extended across this great continent, but we must remember that when Henry Hudson and the other early explorers were making the first visits to this land they had very few maps, and those were made by men who knew little of the new world.

It was not long before the river became shallower, and Hudson saw that much land lay beyond before the westward ocean could be reached. He returned to Europe and sent a report of his discovery to the Dutch East India Company.

While on his voyage up the Hudson River, Hudson was visited at different times by the Indians, who exchanged presents with him. He also went ashore at one place and was entertained at a great feast given by them in his honor.

The friendly feeling toward the Dutch which resulted from Henry Hudson's treatment of the Indians proved to be of great value to the men and women who later came to settle on the lands that he explored.

In April, 1610, Henry Hudson again sailed for America, this time under the English flag. He travelled far to the



The Half Moon.

This picture shows a model of Hudson's vessel which was made for the Hudson-Fulton celebration of New York, in 1909.

North, and finally reached the entrance of the great bay that now bears his name. Here his ship was frozen fast for the winter. When springtime came he attempted to continue the voyage to the West. His sailors rebelled, however, and, putting Hudson, his son, and a few sick men in an open boat, they left them to drift on the icy waters of Hudson Bay. No one knows the exact fate of this brave

man. No doubt, he soon died from the cold. His great discoveries, however, will always remind us that Henry Hudson was one of the real heroes of his time.

During his voyage for the Dutch Company Hudson traded beads, cloth, and other things to the Indians for furs which he took to Holland in the *Half Moon*. When the Dutch saw the valuable furs that America produced



Henry Hudson Trading with the Indians.

they sent men to trade with the Indians along the Hudson River. Soon many trading posts were established, the most important being Fort Amsterdam on Manhattan Island at the mouth of the Hudson River.

It was several years before settlers came from Holland in large numbers. Those who came during the first few years wanted only to trade with the Indians, with no thought of home-making.

In 1625 the Dutch West India Company, as the East India Company was then called, sent out Peter Minuit to act as Governor of the whole region claimed by the Dutch, known as New Netherlands. This consisted of the land on both banks of the Hudson and what is now the New Jersey coast, as far south as Delaware Bay.

Up to the time that Peter Minuit was sent to America, the Dutch had been living on Manhattan Island without questioning who owned the land. Minuit quickly decided that the land should be bought from the Indians, the rightful owners, if the Dutch were to have a good claim to it. So he bargained with some of the Indian chiefs and gave them blankets, cloth, beads, ribbons, and buttons to the value of twenty-four dollars for the island. Both the Indians and the Dutch thought they had made a good bargain. The Indians knew nothing of money in the form of gold and silver. Their money was called Wampum, and consisted of shells or beads with holes in them so they could be strung on a string. Belts of this Wampum were woven in such forms that the Indians could tell from the woven figures for what they stood. Belts like these served as treaties between the Dutch and the Indians.

The Indians and the people of New Amsterdam, as the settlement on Manhattan Island was then called, were very friendly. As the Indians brought furs to the Dutch traders, a fine business soon grew up. The ship which brought Governor Minuit to New Amsterdam carried a great cargo of furs back to Holland.

When Peter Minuit first arrived in New Amsterdam the settlement consisted of about thirty houses. A log fort was soon built, windmills were erected, and before long some of the colonists began to build ships. More colonists came, and in a short time several real Dutch homes sprang up,

with pretty little gardens in place of the dirty, smoky Indian wigwams that Henry Hudson saw on the island.

There were fine opportunities to engage in fur trading, ship building, and trading with the English colonies in New England and Virginia, and the Spanish colonies in the West Indies. It seems as though many settlers would have wanted to come to New Amsterdam, but apparently people liked Holland so well that few cared to make the voyage.



New Amsterdam in 1664.

It would be interesting to compare this picture with those pictures of New York which show the city to-day.

In order to get colonists to settle in the lands under the control of the Dutch West India Company, the Company offered to any man who would make a settlement of fifty persons a tract of land sixteen miles long on one bank of any river in the land claimed by the company. If the settler preferred he could have a tract of land eight miles long on each bank of the river. The land might run back from the river as far as the settler desired. The man who made this settlement was to be called a "patroon," and

was to have full charge of the land and the people whom he brought as settlers. He was the judge in all disputes. He could compel the settlers to pay him rents for the land on which they lived, and if he desired he might compel them to grind their grain in his mill. In return for the land, he was obliged to provide his settlers with a schoolmaster and a minister.

It was not long before the proprietors of some of these estates became more interested in their own fortune than in the good of the settlers whom they had persuaded to come to America with them. Trouble soon arose, and word was sent back to the Dutch West India Company that Peter Minuit was favoring the "patroons." Because of this the Company recalled him in 1632.

Whether this accusation was true or not, while Peter Minuit was Governor of the little Dutch colony he did many things to make it a prosperous settlement. At all times he seemed to be working to make a home where Dutch people could settle and be happy.

Other governors followed Peter Minuit. We shall have time to learn about only the last one appointed. His name was Peter Stuyvesant and he was appointed in 1647. He was governor for seventeen years, during which time he did a great deal of valuable work for the colony.

Peter Stuyvesant was a man with a strong will. He met all difficulties with a firm hand and settled them without delay. He found the colony in trouble with the Indians. He soon made a treaty with them. He next settled a dispute between the Dutch and some English settlers in Connecticut who laid claim to the same tract of land. After that he turned his attention to a settlement that had been made on the Delaware River by some Swedish settlers under the leadership of Peter Minuit, who had gone to Sweden

after his dismissal by the Dutch West India Company. Stuyvesant sailed against the settlement with seven ships and took possession of the colony for the Dutch. He encouraged fur trading and helped those who were interested in ship building. He forced the settlers to observe the laws of the Sabbath, forbade the sale of guns and liquor to the Indians, and helped the people to start public schools like those the English had established in New England.

You might think because of all these good deeds that Peter Stuyvesant was liked by the settlers, but he was not. He was headstrong, quick-tempered, and always wanted to have his own way. He thought first of all of the West India Company and then of the people. It was not long before the people had a chance to choose whether or not they wanted him to continue as their governor.



Governor Peter Stuyvesant.
Peter Stuyvesant stands high among the early
governors who had charge of settlements.

England had always laid claim to the whole coast of North America from Labrador to the Carolinas because of Cabot's explorations. In 1664, therefore, a fleet of English vessels appeared in New Amsterdam harbor and demanded the

surrender of the town to the English. Peter Stuyvesant was very angry and tore to pieces the English officer's letter, but, as he soon found that the other Dutch people would not help him defend the settlement against the English, he was obliged to surrender. Thus the rule of the Dutch in America came to an end. A treaty was signed at Stuyvesant's "Bouwerie," or country home, on September 3, 1664. By this treaty the name of the settlement



Surrender of New Amsterdam by Peter Stuyvesant in 1664.

This scene shows the passing of Dutch control in North America to the English.

was changed to New York in honor of the Duke of York, to whom King Charles II of England had given the tract of land in America which included the Dutch settlements.

THINGS TO THINK ABOUT

- I. Is there a waterway across North America to the Pacific?
- II. Why do you think Hudson believed the river that bears his name reached the Pacific Ocean?
- III. What reasons had the Dutch for coming to America?

- IV. Why do you think both the Indians and the Dutch thought the sale of Manhattan Island was a good bargain? Who got the better of the bargain? Why?
- V. Why did the English claim New Netherlands?
- VI. Do you think Peter Stuyvesant was a good governor? Why?
- VII. The Dutch people would not help defend New Amsterdam against the English. Why?

CHAPTER XVI

SAMUEL DE CHAMPLAIN AND THE FRENCH IN AMERICA

You have learned how the Spanish, English, and Dutch explored and laid claim to different parts of North America. We shall now turn our attention to another great country of Europe which sent out explorers and afterwards settlers to the new world. This country was France.

The man who first succeeded in making a French settlement in North America was named Samuel de Champlain.



Samuel de Champlain.

Champlain's success in establishing a French settlement strengthened the claim of France to a part of the New World.

He was a trained sailor, a brave, devout, and honest man. He first arrived in America in 1603. During the summer of that year he and his followers explored the St. Lawrence River, which had been discovered by Cartier, a Frenchman, in 1535. They visited Hochelaga, which Cartier had seen as a great Indian village beautifully situated on a hill by the river side, but they found the town in ruins. Later both this hill and the city which the French settlers built upon it were called Montreal (Mount Royal). A short time after this the voyagers returned to France.

The next year Champlain brought a few settlers to Acadia, as the land claimed by the French was then called. These people met with so many hardships that after three years

at Port Royal they became discouraged and returned to France.

This failure did not discourage Champlain, however. As his main desire was to establish the French in the new world, we again find him in America. This time, 1608, he started a settlement at the trading port on the St. Lawrence called Quebec. The first winter was a very hard one for the few men who were left there when their ships returned to France. Other settlers came in the spring, however, and the little colony soon became a prosperous group of people.

Champlain's settlement had as neighbors a tribe of Indians called the Algonquins. These Indians were at war with the Iroquois, who lived to the south in what is now the state of New York. He thought that it would be to his advantage to gain the friendship of the Algonquins, and, in order to do so, he agreed to help them against their enemies. While on the way to meet the Iroquois he discovered the beautiful lake which now bears his name, Lake Champlain. Look for this lake on the map and you will see where the battle between the two Indian tribes took place at the southern end of the lake.

When the war parties met, Champlain and his fellow Frenchmen killed two of the Iroquois chiefs. The Iroquois were so frightened when they heard the guns and saw their chiefs fall that they fled. It was a costly victory for the French, however, because from that time the Iroquois were their enemies, keeping them from carrying on trade or making explorations in their lands. They kept the French from reaching the Mississippi River valley by way of Lake Erie and the Ohio River as they desired, and forced them to go by way of the Great Lakes,—a route which offered many very great difficulties, as you will learn in the story of other French explorers.

Champlain was making enemies of the Indians near the Hudson River at the time that Henry Hudson was winning their friendship. Their trade went to the Dutch, and afterwards to the English, instead of to the French, as it probably would have gone but for Champlain's mistake.

For what he did in encouraging the early settlers and helping to make Quebec a permanent settlement, Champlain was given the affectionate title "Father of Canada." He died December 25, 1635, after a lifetime filled with service for his country.

It was several years after the French settled at Quebec before they did much exploring of the country west of that place. Even then much of the exploration done by the French must be credited to the Jesuit missionaries. These men were so filled with a desire to teach the Indians the truths of their church that they risked their health and even their lives for this purpose.

One of the greatest of these missionaries was Father Marquette, who spent years of his life going from tribe to tribe for the purpose of teaching the Indians. In 1673, accompanied by Louis Joliet, he floated down the Wisconsin River into the Mississippi. They journeyed down that river until they reached the mouth of the Arkansas, and then returned to their starting place on Lake Michigan.

Chief of the French explorers, however, was Robert de La Salle, who came to America in 1666. After exploring the Great Lakes and discovering the Ohio River, he returned to France to obtain permission from King Louis XIV to explore and start colonies, and to open up trade with the Indians in the land lying around the Lakes and in the Mississippi Valley. His great purpose was to build forts and start trading posts along the St. Lawrence, around the Great Lakes, and along the Mississippi. He also wanted

to start a colony at the mouth of the Mississippi River so that it would be easier for the French to carry on fur trading with the Indians of the region which he meant to open up. The St. Lawrence is so far north that for much of the year it is frozen over and all navigation must stop, while the Mississippi River, being further south, is open during the whole year. The Iroquois Indians, too, were giving the French much trouble near the St. Lawrence River.

In 1679, after many hardships and disappointments, La Salle set forth on Lake Erie in a boat called the *Griffin*, that he and his men had made. They sailed through Lake Erie and Lake Ontario to the head of Lake Michigan. There men sent ahead by La Salle loaded the *Griffin* with furs which they had collected. They then returned.

Meanwhile La Salle and a few of his followers journeyed to the southern end of Lake Michigan and paddled their canoes up the St. Joseph River until they came to the place where that river and the head-waters of the Illinois River nearly meet. They carried their canoes from the St. Joseph to the Illinois, and, at the place where the city of Peoria now stands, they built a fort called Crevecoeur, meaning "broken heart." This seems a good name for the fort, because La Salle had trouble enough to break his heart. He had hoped that his boatload of furs would bring him enough money to make it possible for him to carry on his explorations towards the Mississippi River, but the boat was never heard from again, and, to get his supplies, La Salle was obliged to make the difficult journey from Fort



Robert de La Salle.

La Salle's explorations mark him as an earnest worker in the interests of France.

Crevecoeur overland through southern Michigan to Canada. The country was covered with forests filled with underbrush and many marshes. The travelers always had to be on the lookout for unfriendly Indians. Food was hard to obtain, and their clothes were soon worn out. But after several weeks La Salle reached Canada and, after making arrangements for supplies, returned to the Illinois River. When he arrived there other difficulties arose, so that he was obliged to make another journey to Canada.

At last, however, all obstacles were overcome, and the party started down the Illinois River in the Indian canoes to which La Salle had decided to trust. On February 6, 1682, they entered the Mississippi, down which they sailed until they reached the Gulf of Mexico, April 9, 1682. La Salle and his men landed and with impressive ceremonies took possession of the land in the name of King Louis of France. He called the whole region Louisiana, in honor of the king. This included the Mississippi River Valley from the Rocky Mountains in the west to the Allegheny Mountains in the east and the land around the Great Lakes. He built a small fort which he called Fort St. Louis. Leaving a few men there, he returned to Montreal in Canada and shortly afterwards sailed for France, hoping to persuade the French king to help him establish a colony of French people at the mouth of the Mississippi River.

As France and Spain were at war, the Spaniards had forbidden Frenchmen to trade with any of the Spanish colonies in America or even enter the Gulf of Mexico. The French king thought a settlement at the mouth of the Mississippi River would be valuable in helping him to break the power of Spain in America and was very willing to start such a colony.

With a fleet of four vessels La Salle set forth with a glad

heart to establish a settlement at the mouth of the Mississippi. Misfortune always seemed to follow him in his explorations in America, and this voyage was no exception. Instead of landing at the mouth of the Missis-



La Salle Taking Possession of Louisiana.

By such ceremonies as this picture shows, France laid claim to a vast area in America.

sippi he missed it and sailed on several miles to the west. He searched about for the great river, but could not find it, and finally landed on the coast of what is now Texas. As some of his boats returned to France and another was wrecked, soon he and a few colonists were left in a desolate

condition. After three years had passed he thought that he might get help in Canada and so set out on the long journey northward. But he had made so many enemies among his followers that they had not gone far toward Canada before one of his men killed him.

La Salle gave his life for his country. In all of his explorations his first thought was to serve France. He met with many difficulties but he never gave up. He first explored what has become one of the most valuable regions of the United States. He was the first white man to explore the Mississippi River to its mouth, and his attempt to build forts and trading posts encouraged other Frenchmen to imitate him. It was not long before France had a good claim to all of that great region from the Great Lakes to the mouth of the Mississippi River.

THINGS TO THINK ABOUT

- I. Why is the discovery of a great river like the St. Lawrence an important event?
- II. Champlain offended the Iroquois Indians by helping the Algonquins. How did this hurt the French who came after Champlain?
- III. Would you like to have been with La Salle on his journeys? Why?
- IV. Many places in Michigan have French names. Why?
- V. La Salle thought it was worth while to explore the Mississippi River. Why?
- VI. Do you admire La Salle? Why?

CHAPTER XVII

WILLIAM PENN AND THE SETTLEMENT OF THE QUAKERS IN AMERICA

WE have already learned how the Puritans were persecuted in England. Besides the Puritans there was another group of people who did not believe in the form of worship of the English church. These people, the Religious Society of Friends, or Quakers, as they are often called, were as cruelly punished on account of their religious belief as the Puritans were. The Quakers were at first under the leadership of George Fox. He taught that all men are equal in the sight of God. They showed this belief by always keeping their hats on in public places, and even in the presence of the king. They refused to take an oath in court because men should tell the truth at all times. They also refused to go to war or to pay taxes in support of war or the English church. They used "thee" and "thou" in addressing everybody, instead of saying "you" to persons of greater rank or wealth, as was then the custom. They thought that men and women should have equal rights. As a protest against the extravagant clothes of rich-colored cloth worn by many people at that time, they dressed in very plain clothes of dark or gray color.

Because of these beliefs they were persecuted by being thrown into prison, whipped in public, and in some cases put to death. They were punished both in England and in the Puritan colonies of the new world. The Puritan leaders seemed especially to dislike the Quakers, and were

very severe in their punishment of them. They sent many of them out of the Puritan colonies and even put some to death.

There were many great leaders among the Quakers, but the one in whom we are most interested was William Penn. Penn was born in London. He was the son of Sir William Penn, a very wealthy man who served as admiral in the British navy. Sir William Penn was a close friend of the



William Penn.

Penn's zeal for his religious cause led to one of the most important settlements in America.

king. Having wealth and rank, he naturally desired to give his son such a training as would fit him to take a position at court when he became older. This was not to be, however, because the young man while at Oxford University became interested in the Friends, and after listening to one of their leaders he believed in their cause. He refused to attend the religious exercises held at the college. He would not even wear the gown required to be worn by the students, because he thought it showed pride. For these and other offenses he was expelled from the college.

When Penn's father heard what his son had done he was very angry, but he knew young William was honest in his belief and so did not try to argue with him. Instead, he sent him to Paris, hoping that the young man would forget the Quakers if he were to live the gay life of that city.

Although William did enter somewhat into the gay life

of Paris and actually fought a duel there, his father's hopes were in vain. It was not many years before William Penn was thrown into jail in Ireland because he was found with others listening to a Quaker preacher. This time his angry father had him return to his home in England, and there informed him that unless he would remove his hat in the presence of King Charles II and himself, he would turn him out of his house. Young Penn showed that he was an earnest Friend by refusing his father's request, though with sorrow because of the offence it gave. For his refusal he was driven from his home.

His mother and the king were his friends even though his father would not forgive him. At one time when the king and Penn met, the king removed his hat. Penn said, "Friend Charles, why dost thou remove thy hat?" "Because," answered the king with a smile, "where I am, it is the custom for only one to remain uncovered."

As the years passed Penn wrote and spoke for the Quaker cause. For his defence of the Quaker ideas he was obliged to suffer a great deal. He was fined, and sometimes he was kept in prison for weeks.

His father finally forgave him after he saw that his son was so much in earnest; and when he died he left his great fortune to the young Quaker.

The king owed Penn's father a large sum of money which he found it difficult to pay. Since Penn had for some time been looking about for a way to help his friends among the Quakers, he now proposed to the king to give him a tract of land in America for the debt. This the king was glad to do and granted to Penn a large tract on the west side of the Delaware River. Penn desired to call the land Sylvania, meaning woodland, but the king named it Pennsylvania, Penn's woods, in honor of his friend, Sir William Penn.

As soon as he had received his land Penn invited the Friends to settle there and build up a colony where they could govern themselves and worship as they desired. The invitation was gladly accepted by three thousand Quakers who sailed for the Delaware River in 1681. Penn did not come to America until the following year. He landed at Newcastle on the Delaware River in October and was given a hearty welcome by the settlers.

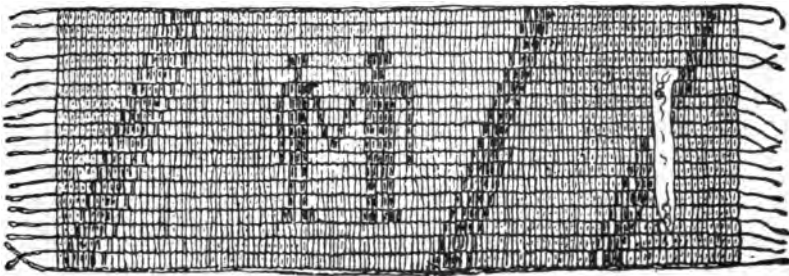
It was not long after his arrival before he called an assembly or meeting of the people to make the laws of the colony. The laws made by this assembly are interesting because they show Penn's idea of government and because they were so much more liberal than the laws of England. The most important items were:

1. Everybody was to be allowed to worship as he desired.
2. The first day of the week was to be kept as a day of rest.
3. All members of the family were to be thought of as equal in the sight of the law.
4. No oath was to be required in courts of justice.
5. Every taxpayer was to have the right to vote.
6. Every Christian should have the right to hold office.
7. No tax could be collected except by law.
8. Murder was the only crime punishable by death.
9. Prisoners were to be taught useful trades.

Before sailing from England Penn had made plans to build a city in Pennsylvania. After looking about he selected the place where the Schuylkill River flows into the Delaware as the best place for this city. He planned it carefully. It was laid out like a checker board, with broad streets and large building lots, giving each house plenty of room. The streets were given such names as Walnut,

Chestnut, Spruce, Mulberry and Pine, after the trees of the forest. The city was called Philadelphia, meaning brotherly love.

One of William Penn's first acts was to call a meeting of the Indians at which he told them that the Quakers were willing to buy the land from them. As the Indians were willing to sell, they were given knives, blankets, and hatchets, as they wished, for their claim on the lands. William Penn had also prepared a treaty of peace. When they were all together he read the treaty and explained to the Indians



Penn's Belt.

This belt was really a treaty of peace—a treaty that was never broken.

that the Quakers wished to deal fairly with them and did not care to fight. He also told them that in case of trouble the dispute was to be settled by a council of six white men and six Indians. The Indians were so much pleased with William Penn's words and manner that they agreed to the treaty. Both parties were true to their promise, for the treaty was never broken during Penn's life.

The treaty made between William Penn and the Indians was not in the form of the treaties of to-day which are written on paper. That treaty, which is still in existence, is a woven belt of wampum consisting of eighteen strings of beads. There are two figures shown on the belt. They

are clasping hands to show that the Indians and Englishmen were to be friends.

The city of Philadelphia grew so rapidly that by 1683 it numbered over three hundred and fifty houses. By 1685 there were over twenty-five hundred people in the city.

Returning to England in 1684, William Penn remained there for fifteen years, spending much time and money in helping the Quakers.

In 1699 he again returned to Philadelphia, this time for a period of two years. He had a fine home in the city and another in the country, with beautiful grounds around them. He was very hospitable; he gave great dinners and entertained many visitors.

Penn's last days were spent in England, where he died in 1718. No other one of the early leaders of America was loved as William Penn was. His colony was a great success. The men and women who lived in Pennsylvania were happy because they were always treated fairly, could worship as they desired, and share in making the laws.

THINGS TO THINK ABOUT

- I. What do you admire most in the Quakers' belief?
- II. William Penn was a good Quaker. How may this be proven?
- III. William Penn planned his city carefully. Explain what is meant by this statement.
- IV. Why did William Penn have no trouble with the Indians?
- V. What does the name Philadelphia mean? Do you think that this name was a good one for Penn's city? Why?

CHAPTER XVIII

LORD BALTIMORE AND JAMES OGLETHORPE AND THEIR SERVICES TO FREEDOM

ONE hundred years after the settlement of Jamestown in 1607, the English had established twelve colonies all along the Atlantic coast of what is now the United States. The colonies in New England were Massachusetts, which included Maine, New Hampshire, Rhode Island, and Connecticut. South of New England, in what we now call the Middle States, were New York, New Jersey, Delaware, and Pennsylvania. Then still farther south were Maryland, Virginia, North Carolina, and South Carolina.

The Spaniards also had settlements in what is now our country at St. Augustine in Florida, and at Santa Fe in New Mexico. They were also trying to colonize Texas. The French had begun to settle the Mississippi and soon had small towns from Mobile and New Orleans to Green Bay in Wisconsin. This was the dream which La Salle did not live to see realized.

More and more people came to America every year. Some came to secure comfortable homes, some to escape persecution, some for freedom to carry out great ideas of their own. As people had found out by this time that our territory did not have any easily found gold, not many of those who wanted to "get rich quick" came during these years.

An important group who came to escape persecution were the Catholics. Like the Separatists and Quakers, they

were persecuted in England, and their leaders, therefore, looked for a place where they could have more freedom. America offered such a home. In 1634 some men and women under the leadership of Lord Baltimore settled in



Lord Baltimore.

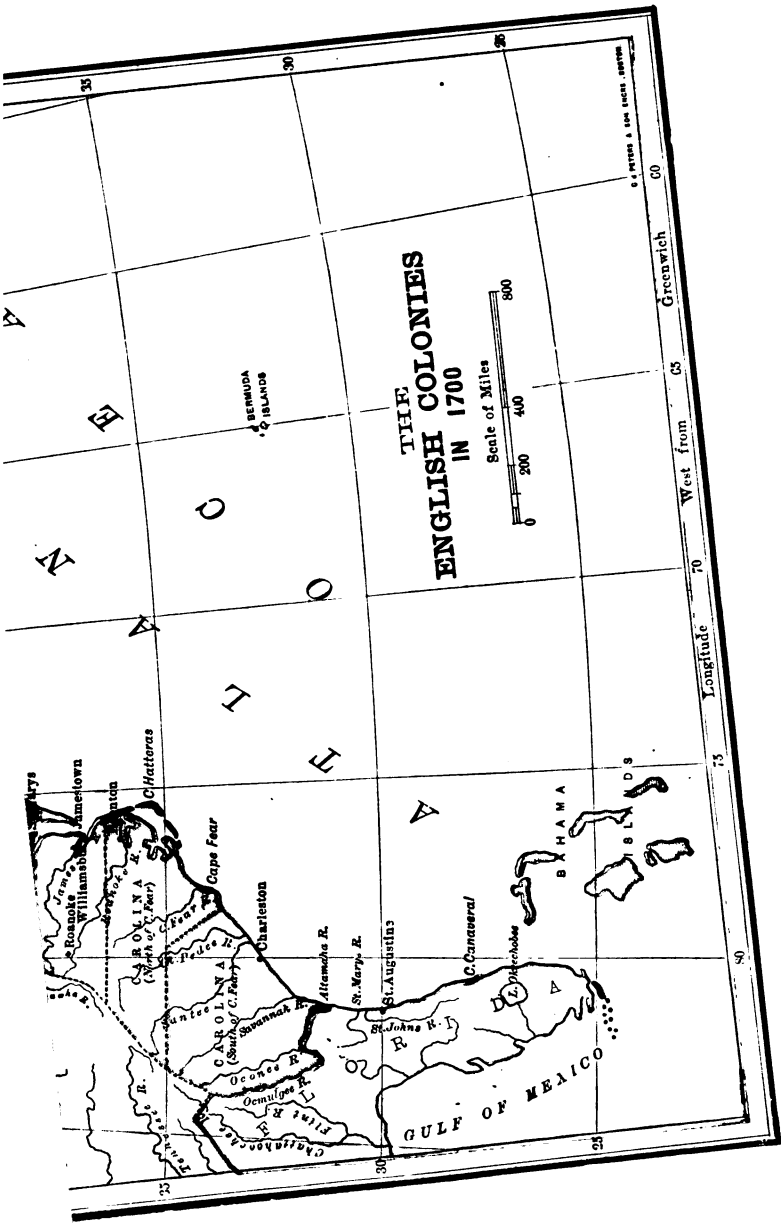
The leadership of this man made possible a strong colony of freedom-loving people.

Maryland. Like the Quakers, these people allowed all to come and worship in whatever manner they wished. It was not long before Maryland was a thriving colony.

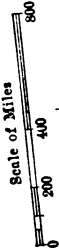
Rhode Island, Pennsylvania, and Maryland were the only colonies where there was complete religious liberty, though in the other English colonies there was less interference with peoples' religion than in most parts of the world. In all of them, however,

there was a great deal of political liberty. From the time of the first assembly in Virginia in 1619, where representatives elected by the people made their own laws, every English colony sought to have the same privilege, and finally obtained it. So America came to be known as the land of liberty and thus attracted many settlers of the finest type.





THE ENGLISH COLONIES IN 1700



Greenwich 60

West from 65

Longitude 70

75

80

HEMUDA
& ISLANDS

BAHAMAS

GULF OF MEXICO

James
Roanoke
Williams
Jamestown
Virginia
Maryland
Delaware
Pennsylvania
New York
New Jersey
New England
Cape Fear
North Carolina
South Carolina
Georgia

Charleston

Cape Fear

Charleston

St. Augustine

St. Marys R.

St. Johns R. I.

C. Canaseral

D. D. D.

St. Augustine

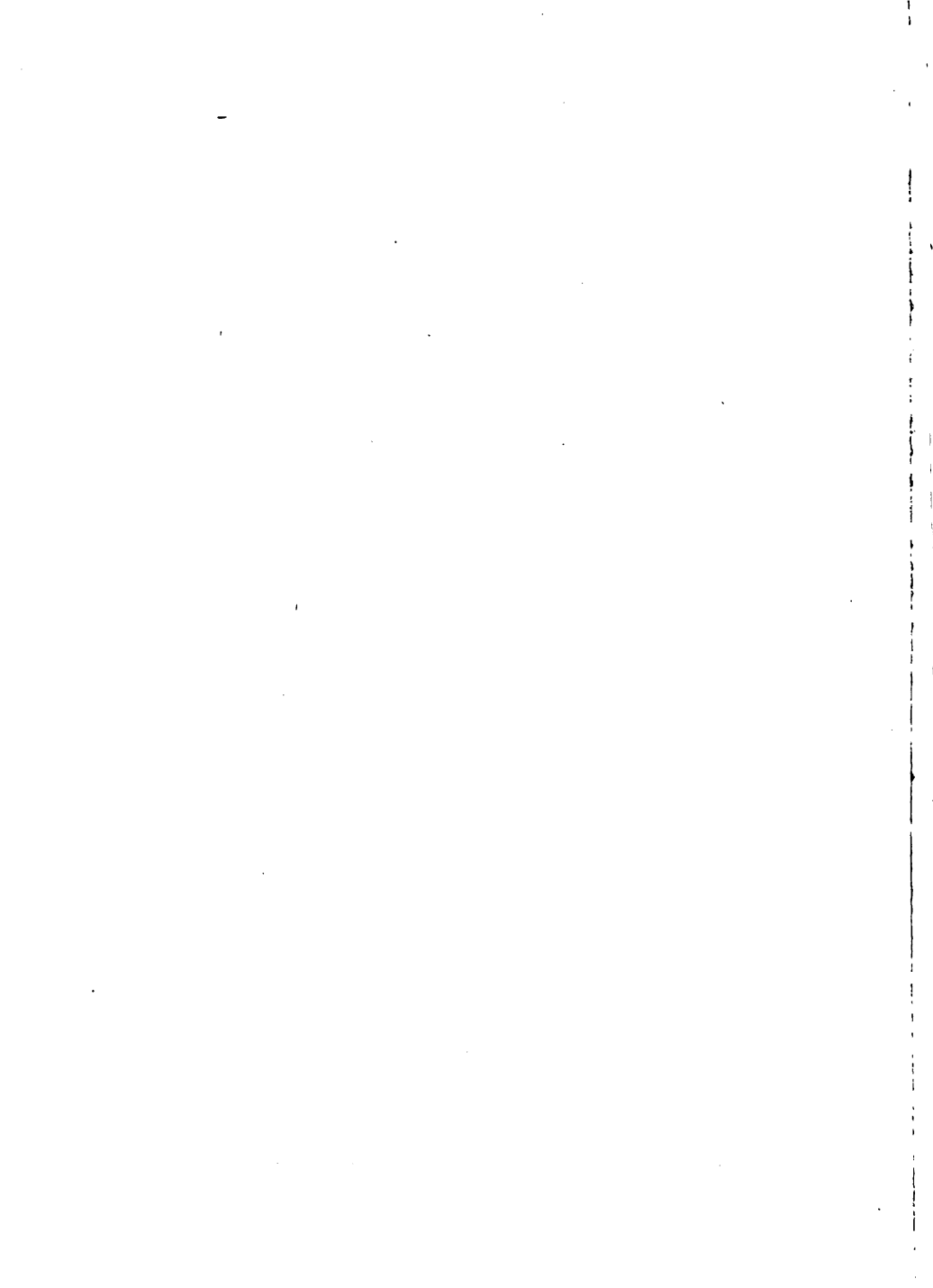
St. Johns R. I.

St. Augustine

St. Augustine

St. Augustine

St. Augustine



In 1732 we find another man looking towards America with the hope that another group of people in England might have more liberty. This man was General James Oglethorpe, a highly respected man who had for some time been interested in the condition of English prisons and prisoners.

It was a common thing at that time to throw a man into prison for failure to pay his debts. The prisons were so dark, dirty, dismal, and unhealthful that a prisoner suffered many hardships. If his friends did not come to his aid with food, clothing, and other comforts, he was soon in a pitiful condition, suffering from hunger, cold, and disease.

General Oglethorpe was full of sympathy for the many prisoners who were suffering so much for very light offenses. He at last thought of starting a colony in America with the purpose of sending some of the prisoners to the new world for another chance.



James Ogelthorpe.

Ogelthorpe's sympathy for the oppressed led to the settlement of Georgia.

The place selected for the colony was that land lying south of South Carolina along the Atlantic Ocean. Still farther south were the Spaniards, and the other colonies gladly welcomed neighbors in that direction because they thought such a settlement would be a defense against Spanish attacks. The English king thought so too, and in 1732 granted Oglethorpe and his association a charter of the territory lying on the seacoast, south of South Carolina, between the Savannah and the Altamaha Rivers. The charter stated that the land was granted "in trust for the poor." It was called *Georgia* in honor of the English king.

Besides the poor debtors it was the plan of Oglethorpe and his friends to welcome all persecuted Protestants from all parts of Europe to the colony.

The first group of emigrants to Georgia set out in 1732. When they reached America General Oglethorpe explored the Savannah River and selected as a site for his settlement a high bluff on the bank of that river. The little town thus started has grown to be the great city of Savannah of the present. Oglethorpe laid out the streets, leaving room for public parks, and sent the happy people to work with glad hearts, rejoicing that they were free and where they could have homes of their own.

James Oglethorpe, like William Penn, believed that the Indians should be treated fairly. He not only paid them for their lands but also gave them many presents which they gladly accepted. Such kind treatment so won their friendship that the tribes for many miles around visited Oglethorpe, gave him presents, and traded with the Georgia settlers.

Many settlers from different parts of Europe found their way to Georgia. Planned as a home for the oppressed, it drew colonists from Germany, Austria, Scotland, and elsewhere. Some people even left New England for Georgia.

James Oglethorpe lived to be a very old man. He saw his little settlement grow into a successful colony and saw it unite with the twelve other colonies to declare itself independent of British rule. In the early days of the settlement he bravely and successfully defended it against the attacks of the Spanish from Florida. He forbade slavery in Georgia, or the importation of liquor. He was always such a friend of the poor and weak that they sought his advice on every variety of subject. For his good qualities, as well as his work in founding the last of the thirteen

original English colonies, we should remember and honor James Oglethorpe.

THINGS TO THINK ABOUT

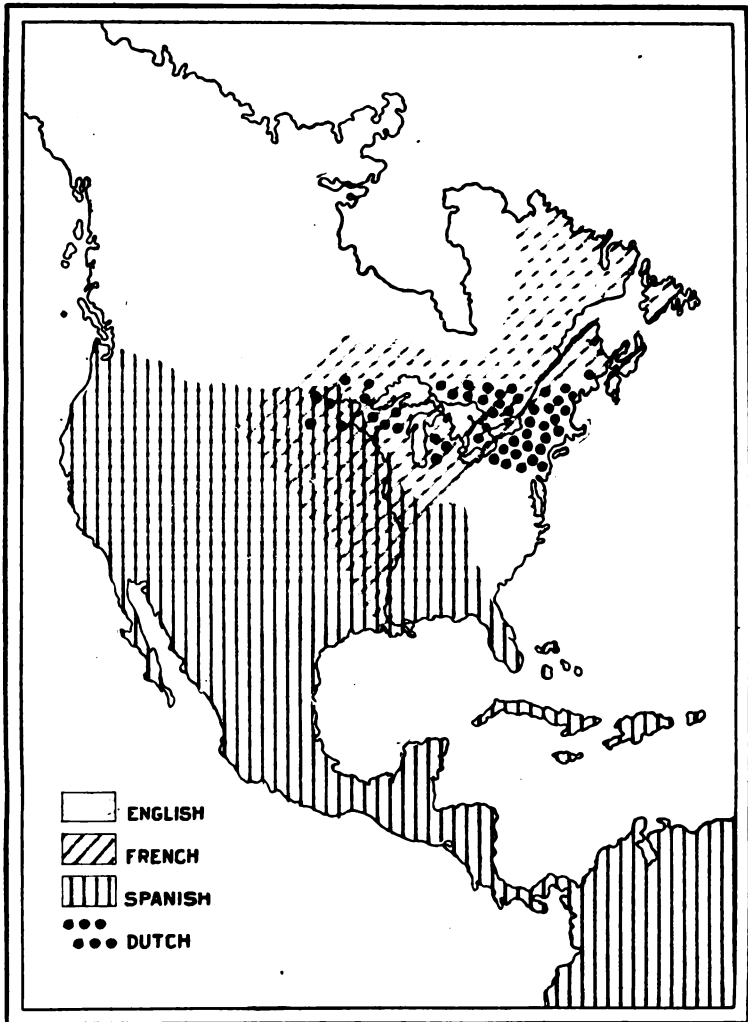
- I. The Puritans, Quakers, and Catholics were persecuted in Europe.
Did they all believe in religious freedom?
- II. What do you mean by religious liberty?
- III. General Oglethorpe was public spirited. Explain.
- IV. Oglethorpe laid out Savannah so that there would be space for public parks. Why did he do so?
- V. What do you mean by "a home for the oppressed"?

CHAPTER XIX

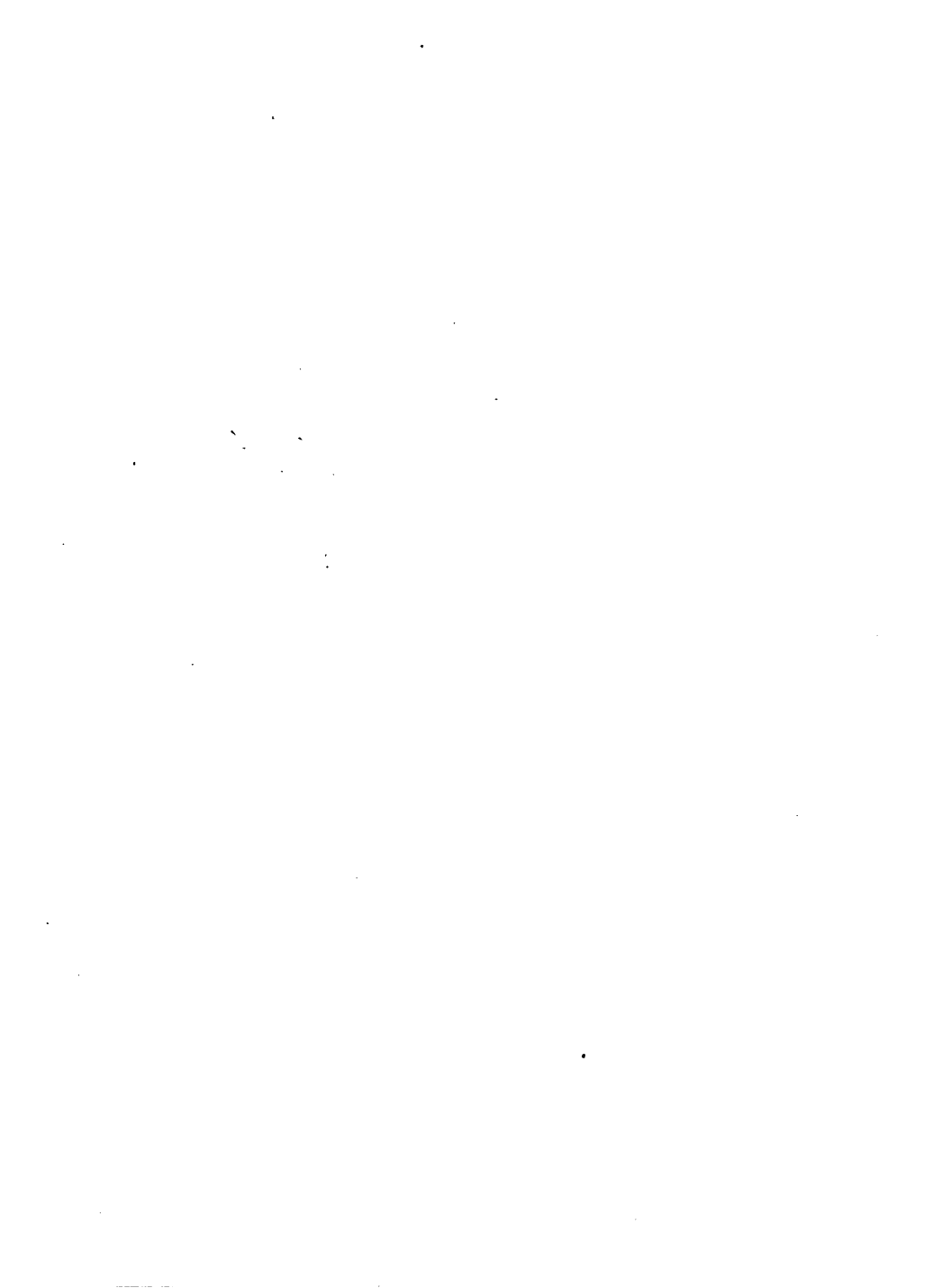
JAMES WOLFE AND THE WAR BETWEEN ENGLAND AND FRANCE IN AMERICA

As you have learned, by the middle of the eighteenth century the English had made settlements along the Atlantic coast from Massachusetts to Georgia. You may see from the map that the English claimed the land far inland from the coast. In fact, although their settlements were all near the coast, the territory claimed by the English extended from the Atlantic to the Pacific, but, because of the explorations of La Salle and other Frenchmen, the French laid claim to large areas around the Great Lakes and in the Mississippi Valley, as well as in Canada, which last claim the English did not at this time contest.

As France and England were both eager to get possession of the rich Ohio country, both countries knew there would be trouble when settlers attempted to make homes there. In 1752 the French began to build a line of forts from Lake Erie to the Ohio River in order to keep the English back. The governor of Virginia protested against this action, but the French were determined to stand their ground and sent word back to Governor Dinwiddie, by his messenger, George Washington, that they would not give up their claims. They continued to build forts, and, after driving the English away from the spot where Pittsburgh now stands, at the junction of the Allegheny and Monongahela Rivers, they built a fort there, also. This was called Fort Duquesne in honor of the governor of New France, or Canada.



This map indicates the claims that led to disputes between the European nations



An expedition against this fort under the command of Washington failed. Then, in 1755, General Braddock, a famous English general, marched against it. He lost his life in the battle that followed, and his followers were driven back. The next year war was declared against the French by the English. In Europe this was called the "Seven Years' War"; in America, the "French and Indian War."



Braddock's Defeat.

The first year of the war in America was filled with failures for the English. This was largely due to the brilliant French General, Louis de Montcalm, who had been sent over from France to command the French troops. With the help of the Indians Montcalm succeeded in taking the English fort at Oswego, also Fort William Henry on Lake George, and Fort Edward on the Hudson River. The close of the year 1757 looked dark for the English.

A change came the next year, however, for a new leader took charge of affairs in England. This was William Pitt,

who very soon selected new men to take charge of the war in America. Among others chosen was the young general, James Wolfe.

James Wolfe was the son of an English army officer. At the time of his appointment to the important position in America he was but thirty years of age. He had entered the army at the age of fifteen and, although always in ill health, he was faithful to all duties assigned him, even though his strength at times did not seem equal to the task.

His duties as a soldier did not seem to lessen the time he devoted to his mother, of whom he was ever thoughtful. He carried on a regular correspondence with her wherever he was stationed. These letters show the kind of man he really was. His mother loved him because he was a faithful son. His soldiers admired and loved him because he always treated them fairly, and because they believed in his ability as a leader.

The first victory with which he was connected in America was the capture of Louisburg. The taking of this strong fortress with nearly six thousand French prisoners greatly encouraged the English. With that fort in their possession, and the St. Lawrence open to them, they could sail directly to Quebec, the strongest of the French forts.

Wolfe entered the St. Lawrence and landed his troops near Quebec. He planned to attack Montcalm, who commanded the French, but there seemed to be no way to get into the city. Montcalm's army was strongly fortified on the top of a rocky hill by the riverside.

The French army consisted of over sixteen thousand soldiers; Wolfe had about five thousand. More than one hundred cannon were mounted on the walls of the city. Every gate was barricaded and guarded by cannon. Along the river front lay gunboats and five large ships. So strongly

protected was the fort that it seemed impossible to take it.

Wolfe's army took up a position across the river from Quebec and there spent the summer. There was some



General James Wolfe Climbing the Heights of Abraham in 1759.

fighting, but nothing was accomplished. The weather was very warm and there was a good deal of rain. But though many of the British soldiers were ill, and he was suffering severely from a fever, Wolfe would not give up his attempt to take Quebec.

On a September day, as Wolfe was sailing up and down the river, trying to find some way to reach the French on top of the rocks, he saw through his spy glass a narrow path up the hillside. At last he had found a way to make an attack, for the hill was so steep that the French thought of it as their strongest defense, hardly taking the trouble to guard it.

In the darkness of the night the English boats floated down the river. The men landed at the foot of the rocky shore, and, led by Wolfe, scrambled up the narrow pathway until they reached the open plains above, called the Plains of Abraham, directly in front of the city of Quebec.

In the morning a French runner carried the news to Montcalm that the English were drawn up in readiness for battle on the Plains outside the city. It seemed impossible, but there they were—a solid wall of red-coated men ready to march upon the city on its weakest side. It truly was a "serious business," as Montcalm said when he saw Wolfe's army.

The watchword of the English was "Victory or death." They knew they must win or all would be lost, as no way was open to retreat.

About ten o'clock, with Montcalm at their head, the French opened the attack. The English waited until the charging Frenchmen were but a short distance from them and then opened up a terrible fire that mowed the advancing army down like grass. Before they could recover, another volley was poured into the broken ranks. Then the English sprang forward with shouts of victory and rushed into the confused mass of Montcalm's army.

Wolfe was in the thickest of the fight, encouraging his men and leading attacks. While at the head of a charge he received a wound in his wrist. He wrapped his handkerchief

about his arm and went on. Soon he was wounded again. A third shot struck him in the breast. His soldiers caught him as he fell and carried him to the rear. He would not have a surgeon. "There's no need," he said, "it is all over with me." His thoughts were all of the battle. The cry, "They run, see how they run!" went up. "Who runs?" inquired Wolfe. "The enemy, sir; they give way everywhere." With his last breath the dying hero said, "Now, God be praised; I die in peace."

The brave Montcalm also was wounded while leading his men. When told by the surgeon that he could not live long, he said, "Thank God, I shall not live to see Quebec surrendered."

With the fall of Quebec the French power in America was broken. The English were filled with joy over the victory. The French grieved over the loss of their valuable American possessions. In the homes of the two brave leaders there was mourning. The English mother and the French mother each mourned the loss of a son given for his country's sake.

The treaty of peace was signed in 1763. By the terms of this treaty France gave to Spain all the territory west of the Mississippi to the Rocky Mountains; also the town of New Orleans. To England she gave Canada and all the territory claimed by her east of the Mississippi River.

In the governor's garden in Quebec there is an imposing monument erected in memory of the two great men who gave their lives in the battle of Quebec. On one side of the monument is the name Wolfe; on the other side, Montcalm. The following inscription is on the stone: "Valor gave a united death, history a united fame, posterity a united monument."

THINGS TO THINK ABOUT

- I. Why did the French and the English both want the Ohio country?
- II. Wolfe was very young when he was sent to America. Why was he selected?
- III. What does Wolfe's kindness towards his mother teach us about him?
- IV. Why was it difficult to capture Quebec?
- V. The English thought well of Montcalm and the French of Wolfe. Explain.

CHAPTER XX

PROJECT—IMPERSONATION BY PUPILS OF EXPLORERS AND PIONEERS

By MABEL L. BENNETT, Union County, N. J.

Teacher's Aim:

- I. As a means of review and as a basis for a better understanding of further development of American history, to teach the differences between the English, Spanish, French and Dutch explorations and settlements.
 1. Regarding reasons for coming to America.
 2. Regarding ideals of life.
 3. Regarding geographic location.
- II. To have the children realize the courage and determination that characterized the pioneers.
- III. Comparison between then and now.

Pupils' Aim:

- I. and II. To learn more about the English, Spanish, French and Dutch pioneers, by imagining that they themselves lived 400 or 500 years ago.
- III. To compare the homes and lives of the children of that time with those of to-day.

Procedure:

- (1) Have pupils choose one of their classmates to represent each of the following pioneers: *e.g.*:
 - Spanish—Pizarro and de Soto.
 - English—John Smith and Myles Standish.
 - Dutch —Henry Hudson and Peter Minuit.
 - French —Father Marquette and La Salle.

- (2) Have them choose other pupils to represent the people of to-day who live in the part of the country to which each of the above explorers or colonists came, *e.g.*, one pupil will pretend he is now living in Peru, and will be able to tell Pizarro what kind of a place Peru is now; another will tell Henry Hudson about the Hudson River district as it is now.
- (3) Have the other pupils of the class choose to be sailors or colonists who came out with the pioneers, *e.g.*, de Soto or Myles Standish, etc. (If the class be small, a longer time will, of course, be needed for this review.)

Assignment:

The following study questions are suggested to be given to the pupils who take the part of the explorers and their companions:

- (1) From what country did you come?
- (2) Why did you come to America?
- (3) To what part of America did you come?
- (4) How did you treat the Indians and how did they treat you?
- (5) Tell about some of your experiences.
- (6) What great good did you do for America?

Assign the following to the pupils who represent the people of to-day, living in the parts of America to which the early settlers came, *e.g.*:

Several pupils will pretend that they now live in New York City and will tell Henry Hudson and Peter Minuit about the big buildings, the modes of transportation, etc., there. Another in Canada, etc.

Be able to tell these early explorers and colonists about the changes that have taken place since they were in America. (Have pupils illustrate by use of pictures, maps, etc.)

Suggestions:

During the recitation, if desired, the pupils who take the part of the explorers and colonists may appear in the chronological order in which these people really appeared in history. (See list of important dates in this book.)

Urge the pupils to make an attempt at wearing some article of costume illustrative of the country which they represent. (Look for pictures in all available geographies, histories, etc.) Or, they might make and carry the flag of the country from which they came.

Correlations:*Geography:*

Good use should be made of geographies and maps in this project, *e.g.*, Mexico, Canada, etc.

English:

Written as well as oral composition should be given in connection with this history work. Allow pupils to choose the characters whom they wish to represent and write about, *e.g.*, pioneers, Indians, boys or girls of the early colonies. Urge initiative in the choice of titles, *e.g.*, My experience with the Indians (Captain John Smith); Our Feast for Henry Hudson (Indian Chief who entertained Henry Hudson); My Home in the Pilgrim Colony (Pilgrim boy or girl), etc.

Spelling:

Words in connection with reading and composition work.

Drawing:

Have pupils illustrate their stories, by drawings or pictures cut from old histories, etc.

Make Spanish, French, English, Dutch and American flags.

Make a book to hold all of these stories. Keep it in the schoolroom as a part of the school library so that all pupils may have access to it.

(A loose-leaf book is convenient.)

Design a cover for the book.

Reference Material:

All available histories and geographies.

Pioneer Stories.....	<i>Florence Bass</i>
Builders of Our Country.....	<i>G. V. D. Southworth</i>
Colonial Days.....	<i>L. D. Welsh</i>

**THE PERIOD OF THE REVOLUTION, MARKED BY
THE WAR FOR INDEPENDENCE, THE CON-
FEDERATION OF THE STATES, AND THE
ESTABLISHMENT OF THE CONSTITUTION
OF THE UNITED STATES, 1775-1789, 14 YEARS.**

CHAPTER XXI

THE ESTABLISHMENT OF A NEW NATION

You will now study an account of the separation of the British colonies from the mother country, Great Britain, and of the leaders in the great movement for freedom which led to the setting up of a new government called the United States of America.

The desire to be free was brought to America from Europe. There was a feeling in the colonies that America should be independent. There were great men who took an active part in preparing the way for the change that gave the colonies the right of self-government.

A revolution means a change. In America this change from the customs of Europe had been going on from the time the first settlers reached America, but the final struggle which ended in setting up a new government lasted only a few years. This final struggle was called the Revolutionary War for many years, but of late it has been called the War for Independence. Wars do not come suddenly, however, as you will find if you have studied this book carefully. The cause of a war may be found to date back many years before the real fighting.

As you have studied the lives and work of great leaders among the explorers and settlers, you were asked to look for traits that made them great. One of these traits is that of "serving." Service given by such men as Franklin, Samuel Adams, Washington, and other revolutionary leaders brought about freedom from foreign rule. Great men should be known as boys as well as men. Why? Look for other stories in your school books about the boyhood days of such men as Washington and Franklin. Imagine yourself at play and at work with them. Why do you admire them as men? You should think about these great men after you have finished the stories of their lives.

Note how the story of our country thus far has been like a series of links making a chain. Each link has been an event, a discovery, an exploration, a settlement made, an attempt to form a government by and for the people. Note, too, that men worked from the time of Columbus to Washington to make America into a home for free men.

CHAPTER XXII

BENJAMIN FRANKLIN AND THE UNION OF THE COLONIES

It took the best thought and labor of many wise men to build the thirteen English colonies into a great nation. Every man about whom we have studied thus far did an important work in discovery, exploration, or colonization. After the settlements were firmly established, many important questions arose in which all the colonies were interested. Such questions were best settled by men who were interested in the whole group rather than in any particular colony.

Benjamin Franklin was one of these men. He was a great American whose life was filled with good deeds done for his home city and for his country. Franklin was born in Boston in 1706. His father, Josiah Franklin, was a soap boiler and candle maker. He planned to make a minister of Benjamin and sent him to school at eight years of age, expecting to fit him for college. As the Franklin family was large, however, it was not long before Benjamin's father took him out of school because of the expense.

Benjamin worked for his father, at first making tallow candles, but he did not like that work or other trades in which his father tried to interest him. He liked books, and was happiest when he had something to read.

As Benjamin's brother, James, was a printer, his father thought, at last, that he would have Benjamin work for James and become a printer. He was to work without

pay until he was twenty-one years of age. This suited young Benjamin better than anything else. It suited him so well that before he was sixteen he began to write articles to be printed in the paper. He did not dare to hand them to his brother, but would go at night to the office and slip them under the door.

His brother printed them because he thought that some clever man must have written them. The boy wanted to do better, however, and, while working for his brother, borrowed books and spent all his spare time reading.

Anxious as Benjamin was to become a good printer, matters did not go well between the two brothers. When he was seventeen years of age, his brother's treatment seemed to him so harsh that he decided to leave Boston and make his way in the world in some other city. He raised a little money by selling a few of his books, and in 1723 sailed for New York.

He found no work for a printer in New York and decided to go to Philadelphia. To-day we may go from New York to Philadelphia by train in two hours, or even less by aero-



Benjamin Franklin.

As a writer, as an inventor, and as a statesman, Franklin served his country as few others have served it.

plane. It took Benjamin Franklin several days to make the journey. He went by boat to Amboy, New Jersey. Because of a storm the journey took thirty hours. He had nothing to eat or drink during the trip and was ill when he arrived. The next morning, however, he was up early and



Benjamin Franklin as He Arrived in Philadelphia.

started for Burlington, fifty miles away. Two days he walked through rain over muddy roads, and then took a boat from Burlington to Philadelphia.

When he reached Philadelphia he was so tired and hungry that his first thought was of food. He went to a bakery where for three pennies he was given three large loaves. As the loaves were too large for his pockets, he tucked one under each arm, and, eating the other, started up Market Street.

After such a journey through rain and mud you may be sure his clothes were badly soiled. In muddy buckskin breeches, his pockets bulging with extra shirts and stockings, a loaf of bread under each arm, he made a funny picture. It was no wonder that a young girl who was standing in her doorway laughed as he passed. This girl, Deborah Read,

could not imagine that the strange-appearing lad would within a few years become her husband, and some years later be known as the greatest man in Philadelphia, with admirers throughout the world.

As he soon found employment in a printing shop, it was not long before his employer found that Franklin had good judgment and a great deal of common sense. In fact, he did his work so well that he attracted the notice of Sir



THE AMERICAN WEEKLY MERCURY.

From Thursday *October 2*, to Thursday *October 9*, 1740.

Philadelphia and its Shipping in 1740. (Heading of a Newspaper of the Time.)

The Heading of a Newspaper of Franklin's Day.

William Keith, the governor of Pennsylvania. The governor visited him at the shop and urged him to go to London to buy a press and type in order to set up a business of his own in Philadelphia. He promised Franklin that he would provide the money to buy whatever he needed to start a printing business; also that he would give him the public printing of Delaware and Pennsylvania.

Franklin went to London, but the governor did not keep his promise. He did nothing for the young man, and Frank-

lin was obliged to find work in London to provide himself with food and clothing.

He remained in London two years and then returned to Philadelphia. Without looking for the governor's backing, he set up a business of his own. As there was only one newspaper in Philadelphia at that time, and that a poor one, he decided to start another, which he called the *Pennsylvania Gazette*.



A Hand Printing Press of
Franklin's Time.

It was not easy to gather news in those days, for there were no railroads, telephones, or telegraph lines. Franklin succeeded in making a good paper, however. People liked it not only for the news it contained but also for the articles that he often wrote for it.

Besides his newspaper Franklin published what he called "Poor Richard's Almanac." This almanac was soon to be found in many homes, not only in the United States but also in England. It was popular for the information it contained on many subjects, but especially for the wise sayings that Franklin put in from year to year.

The following are some of these maxims which are as good to-day as they were in Franklin's time:

- "Lost time is never found again."
- "There are no gains without pains."
- "Little strokes fell great oaks."
- "A word to the wise is enough."
- "One to-day is worth two to-morrows."

It was not easy for Franklin to carry on his business. He was obliged to work hard. It was sometimes necessary

for him to go himself with a wheelbarrow to get the paper needed for his newspaper and almanac. For a long time his breakfast consisted of bread and milk, eaten out of an earthen bowl with a pewter spoon.

At the age of twenty-six he married Miss Deborah Read, the girl who laughed at him on his arrival in Philadelphia. She helped him by saving in the household and by selling stationery in the shop.

As time went on Benjamin Franklin became prosperous. In 1736 he was elected to his first public office, clerk of the general assembly of Pennsylvania. The next year he was made deputy postmaster general of the colony.

He established the first public library. Through his efforts an academy was opened, which later became the University of Pennsylvania. He invented the Franklin stove, which was a great improvement over the fire-place for heating houses. When he went to Philadelphia there were no street lights. He invented a light which proved to be much better than those used in London at that time. He had the streets cleaned and paved.

When he was forty-six Franklin made the great scientific discovery that lightning is the same as electricity. He did this by means of a kite, on the top of which was a pointed wire. He flew this kite during a thunder shower and soon saw the little fibers on the string standing out stiffly. When he placed his knuckles near a key tied to the string, he saw a spark and felt a shock. This discovery added much to Franklin's fame. Some great universities in Europe gave him the title of Doctor; and he was now looked upon as one of the world's great men.

In 1754 Franklin was called upon to give his services to his country in another way. As the French from Canada were taking possession of land claimed by the English, a meeting

was called in Albany which representatives from the different colonies were asked to attend. The purpose of the meeting was to find out what was the best thing that could be done to stop the French.

Franklin's paper came out with the motto, "Unite or Die." Sent to the meeting in Albany as Pennsylvania's representative, he proposed a plan of union by which all the colonies might be united. The colonists thought so much of their independence, however, that when Franklin's plan was voted upon it was rejected. Nevertheless, it was not many years before they found that they needed to stand together if they were to have those rights which they had come to America to win.

When trouble arose in Pennsylvania over the manner in which the heirs of William Penn were managing the colony, Franklin was sent to England to settle the matter. His discoveries had made the British people so well acquainted with him that he was warmly welcomed in England. The king gladly listened to him, and, at Franklin's suggestion, took the government of the colony into his own hands.

Later, when the colonies felt that England was taxing them unjustly, they sent Franklin to England to present their claims. He showed great wisdom in his dealing with the king and his representatives, but he could not convince them that it was wrong to pass an act taxing the colonists when the colonies were not represented in the English law-making body.

He stayed in England until the beginning of the Revolutionary War, or the War for Independence, as it is now called by many. When he reached home he was made a member of the Continental Congress which first met in Philadelphia in 1774.

When it was proposed, in 1776, to draw up a Declaration

of Independence, Franklin was one of the five men selected for this important task. Though Thomas Jefferson actually wrote the Declaration, he doubtless discussed every item in it with the other members of the committee.

After the colonies had declared themselves independent, and were at war with England, it became necessary to get money and arms if they were to win their cause. Again Franklin was chosen as their spokesman, this time to go to France, which country they hoped would help them in their struggle for liberty.

He met with a hearty welcome from the French people and was shown great respect and honor by their statesmen.



Framing the Declaration of Independence.
Franklin is shown advising other Revolutionary leaders.

So successful was he in his mission that the French agreed in 1778 to aid the colonists. The news of Franklin's success was most welcome to Washington who had fought under great difficulties so long. In 1781, when the war closed, men from England and from the colonies met in Paris in 1783 to sign the treaty of peace which was to make

the colonies a free nation. Franklin, of course, was one of those representing the colonies.

The next step was to prepare a Constitution, under which all the colonies should be united into one nation, and which should make certain the rights and liberties of everyone. Franklin was one of the men who drew up this Constitution under which we live to-day.

Franklin died in Philadelphia in 1790 at the age of eighty-four years. He was mourned by the whole nation, for no American of his time did more for his country.

THINGS TO THINK ABOUT

- I. What is an apprentice? Would you like to serve as Franklin did? Why?
- II. Why was it not easy to print a paper in Franklin's time?
- III. What made Poor Richard's Almanac famous?
- IV. How did Franklin aid his city?
- V. How did he help to win the War for Independence?
- VI. Why did his signing the Declaration of Independence and his giving help in making the Constitution of the United States add to his greatness?
- VII. Why is Franklin called one of the first great Americans?

CHAPTER XXIII

PATRICK HENRY AND SAMUEL ADAMS AND THE DESIRE FOR LIBERTY

FOR many years before the French and Indian War there had been disagreement between the mother country and her colonies in America.

Many "Navigation Acts" were passed by the British government, the first in 1651. By these Acts the colonists were forbidden to trade with any country but England. For one hundred years the law was not enforced, however, and the colonies sent many goods to Spain, France, and the West Indies.

When George II became king in 1760 he determined to rule the colonies as he wished. He soon made up his mind to enforce the "Navigation Acts" and, more than that, to see to it that the colonists obeyed them.

The colonists believed these laws to be very unjust. They also realized that they would be ruined if their trade were meddled with in this way. They therefore paid little attention to the "Acts," and continued to trade with other countries, such as France and the West Indies. Now, however, this trade had to be carried on secretly, for, according to the "Acts," their ships were carrying smuggled goods.

As much of this smuggled goods was hidden in their houses, the colonists soon found their homes subject to search by the king's officers, who, when given papers called "Writs of Assistance," entered any home and searched it. This

so aroused the Americans that they sent numerous appeals to the king. He, however, would listen to none of them.

As England faced a great debt at the close of the French and Indian War, the king asked the colonies to help pay it, although they had already given assistance in many other ways. Because the war had really meant more to England than to the American colonies, this did not seem fair. The colonists were willing to help pay the debt, but they refused to pay in the manner in which the king planned to collect it.

He had a law passed called the Stamp Act by which he could oblige the colonists to put stamps, costing from a half penny to several pounds, on newspapers and legal documents, such as deeds, notes, and wills. This act was passed in 1765, and the colonists were informed that by November of that year the Stamp Act would be put into effect.

The colonists were very much opposed to the Stamp Act. They had two good reasons for not liking it. First of all, a part of the money was to be used to support a British army in the colonies, and, secondly, they did not feel that it was fair to be taxed by England unless some representatives from the colonies could have seats in the British law-making body to share in making laws for the American people. As James Otis declared in a stirring speech, "There must be no taxation without representation."

From Massachusetts to Georgia the people were opposed to the Stamp Act. They had come to America to escape persecution, and they felt they had the right to have a voice in making the laws. To have a tax like this forced upon them was contrary to the ideals of a British subject or of an American colonist. All colonists were British subjects, and for that reason they might be called British, but, though they loved their mother country and were loyal to her, they

had a common cause and common sympathies which united them as Americans.

In Virginia at that time lived an able young lawyer named Patrick Henry who has been given a place among our great Americans for the stand that he took against the Stamp Act. He was a brilliant orator as well as a lawyer. When he arose in the courts to make a speech everybody gave attention. It is told that his father shed "tears of ecstasy" when he first heard Patrick speak in court. When his first trial came to an end his friends carried him in triumph around the courtyard on their shoulders.

When the Virginia House of Burgesses, of which Henry was a member, met to discuss the Stamp Act, there was great excitement. Some supporters of the king did not wish to disobey his laws, but there were many who did not hesitate to speak against so unjust a law. In the midst of the debate Patrick Henry sprang to his feet. He held a piece of paper, torn from a law book, on which he had written some resolutions. His resolutions condemned the Stamp Act as an attack upon American liberties. He defended his statements with a speech such as had never before been heard in America. In a ringing voice he set forth the rights of Virginians as given them by their charter, and showed that no tax could lawfully be collected unless the Virginia House of Burgesses levied it.

At the close of his address everyone wanted the floor. The excitement was tremendous. Such action as Henry proposed meant trouble, and perhaps war with England.

Suddenly Henry rose again. In a voice so loud and clear that no one could fail to hear and understand, he exclaimed, "Caesar had his Brutus, Charles the First his Cromwell, and George the Third"—"Treason! Treason!" cried the friends of the king. After all was quiet the orator

earnestly continued, "may profit by their example. If this be treason," he added, "make the most of it."

After more arguments for and against the resolutions, the men who at first opposed them were convinced that the



Patrick Henry Speaking Before Virginia House of Burgesses.

America needed a leader to voice the thoughts on liberty—Patrick Henry was such a leader.

king's action should be condemned and the tax opposed. When a vote was taken, Patrick Henry's resolutions were passed,—the boldest declaration of colonial rights that had yet been made.

In the English king's judgment Henry was guilty of treason, the worst of crimes. But Patrick Henry had no thought of treason. His request was only for justice from George III. In this he had many supporters in England. Many Englishmen thought George III was unfair to the colonists. William Pitt, the British Prime Minister, in a great speech, said, "I rejoice that America has resisted."

The Americans did resist. They would not buy the stamps. They burned them, tarred and feathered some of the stamp agents, and in every way possible showed the British king that they would not be taxed in the manner that he had planned.

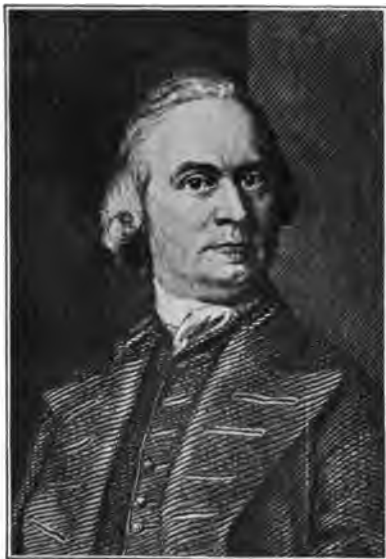
Patrick Henry was a leader in Virginia from the day of his speech in which he introduced his resolutions to the House of Burgesses. He finally became convinced that the colonies should free themselves from British rule and become independent. Soon afterward we find him openly favoring war. In a great speech in the House of Burgesses, he said, "What is it that the gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains or slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death."

In all the colonies there was opposition to the Stamp Act. The merchants refused to import goods until it was repealed. Everywhere speeches were made, giving the same reasons as those given by Patrick Henry against the hated law.

Finally, the king, who was very stubborn, decided to repeal the law, but at the same time he declared that the British Parliament had the right to tax the colonies. In 1767 this right was enforced by laying a tax on the glass, lead, paper, and tea which might be used in the colonies.

One of the first to oppose the Stamp Act in Massachu-

setts was Samuel Adams who was born in Boston in 1722. His father was a well-to-do citizen who gave his son a good education in Harvard College. After graduating Adams went into business but later gave up his business to devote his whole time to public life. When the trouble arose over the Stamp Act he was forty-three years old. He was a



Samuel Adams.

Foremost among the leaders in Massachusetts for Freedom of the colonies.

leader among his townsmen who gladly followed his advice.

When the new tax law was passed Adams advised against buying anything from England while such a law was in force. The colonists followed his suggestion, and English trade was hurt so much that the king was obliged to recall the law. But just to show the colonists that he did have a right to tax them the tax on tea was retained.

The colonists were so active in their opposition to these hated taxes that the British governor in Boston asked for troops to help keep order and enforce the law. Accordingly, in 1768, two regiments of the king's troops were landed in Boston. The presence of these troops, "red-coats," or "lobsterbacks," as they were called, displeased the colonists so much that from time to time quarrels arose between the citizens and the troops. One day two years later some of the British soldiers became so angered at a

crowd of citizens gathered on the Boston Common that they fired at them, killing several men. Enraged at this Boston Massacre, as it was called, the citizens held a great public meeting in Faneuil Hall, at which Samuel Adams urged that the king's regiments be withdrawn from the city. As it was plain to the British governor that, if the soldiers were not withdrawn, more bloodshed would follow, the troops were sent from the city to an island in the harbor.

In 1773 word came to the citizens of Boston that ships loaded with tea were bound for America. You may be sure that the colonists were aroused when they heard that the taxed tea was to be



Faneuil Hall, Boston.

This building is often called the "Cradle of Liberty" because of the many meetings held there to protest the claims of Great Britain to tax the colonies.

landed in the colonies. They were fond of tea, but they were determined not to have tea upon which they were obliged to pay a tax. When the ships laden with tea arrived in New York the people refused to let them land. Tea was brought ashore in Charlestown, but, as the people would not allow it to be sold, it was stored in damp cellars, where it spoiled.

In Boston the governor was not friendly to the colonists. He was called a Tory, as were all colonists who were more in favor of England than the colonies. As this Tory governor would not allow the ships to return to England as the colonists desired they should, another great meeting

was called at the Old South Church. When a last request to have the ships returned to their home ports was refused, Samuel Adams, who was in charge of the meeting, said, "Then this meeting can do no more to save the country."

It had been agreed that this remark should be a signal for action. A war whoop was heard on the street, and about fifty men dressed as Indians started down Milk Street towards the dock where the tea ships were at anchor. These "Indians" quickly boarded the ships and, while great crowds gathered on the docks to watch them, carried three hundred and forty-two chests of tea to the rail of the ships, chopped them open with their tomahawks and threw them into the sea. It was not long before the whole country had heard of the "Boston Tea Party." Every true American rejoiced in the bravery of Samuel Adams and his followers, who had thus shown the English king that the Americans would not pay his tax.

But the king determined to punish the people of Massachusetts for resisting his laws. He closed the port of Boston to all ships except British war vessels. This cut off much of New England's trade and caused much suffering. Next he made General Gage governor of Massachusetts and denied the right of the colonists to have any voice in making the laws. The people of Massachusetts soon formed a government of their own, making John Hancock president.

In 1774 a meeting of delegates from all the colonies met in Philadelphia. This was the First Continental Congress. Samuel Adams, who was there, took a leading part in the debates over the necessity for union among the colonies as a better protection against England. He was one of the few men who even at that time argued that the colonies should become independent of England. For his many

speeches and writings about the rights of the colonists he was called the "Father of the Revolution."

In order that the colonists might be ready at a moment's notice to defend themselves against the English army, a small army of "minute men" was organized. This army was made up of farmers, shopmen, and others who promised to march to any point of danger whenever they were called.

General Gage heard that the Americans had collected some army supplies at Concord, about twenty miles from Boston. He planned to seize these supplies. On the night of April 18, 1775, he sent out some soldiers to take whatever they could find in Concord.

General Gage hoped to surprise the Americans, but he was disappointed. The Americans learned his plans, and, when the soldiers started for Concord, two men, Paul Revere and William Dawes, mounted swift horses and galloped off on different roads to warn the people that the British were coming.

With the cry, "To arms! to arms! The British regulars are coming!", they rode through the night. Revere reached Lexington on the way to Concord in time to warn Samuel Adams and John Hancock whom the British hoped to capture. These two patriots made their escape by running across the fields as the British regulars marched into the town.



A Minute Man.

On the village green the British came face to face with a small body of minute men who had heard of Revere's warning and had quickly gathered to give battle if it were necessary.

Captain Parker was in command. His orders to his men

were, "Stand your ground. Don't fire unless fired upon. But if they mean to have a war, let it begin here."

When the British appeared, Major Pitcairn, their commander, rode forward and shouted, "Disperse, ye rebels!" No one moved. Pitcairn gave the order to fire, and eight Americans fell. The Revolution had begun.

The British then marched to Concord and destroyed the army stores. There was hard fighting there, and when they set out for Boston minute men fired upon



The Old North Church, Boston.

From the tower of this church lanterns were hung, April 18, 1775, as a warning to Paul Revere to rouse the minute men to attack the British.

them from every tree and hiding place along the roadway. Many of the regulars were killed, and those who reached Lexington, where they were met by other British soldiers, were nearly worn out by their efforts to defend themselves against the Americans.

The first real battle of the Revolution was fought on

Bunker Hill in Charlestown, just out of Boston. On the morning of June 17, 1775, when General Gage awoke, he was astonished to find that the Americans had fortified Bunker Hill. From their fortifications they could fire into his camp. Quickly making up his mind that he must fight,



Battle of Lexington.

Here was fired the shot "Heard Round the World."(Note—See poem, Concord Hymn, by Ralph Waldo Emerson.)

he sent three thousand soldiers against the fifteen hundred Americans awaiting them on the hilltop. The Americans fought so bravely that they drove the British down the hill twice with great loss of life. But as their ammunition was exhausted with the second attack, the British drove them from the hill when they advanced the third time. Among those who fell on the American side was the brave

Doctor Joseph Warren who had been very active in defending the rights of the colonists. Bunker Hill was a victory for the British, but it helped to unite the colonists in their fight for liberty.

Samuel Adams served his country in many ways. In 1776 he was a member of the Congress that passed upon the greatest document in the history of our country, "The Declaration of Independence." His friend, John Hancock,



Battle of Bunker Hill.

The first important conflict in the struggle for freedom from English rule.

was there and was the first to sign. He put his name down in large letters so that, as he said, "The English king may read it without spectacles." One of the signers remarked, "We must all hang together now." "Yes," said the witty Franklin, "or we shall all hang separately."

After independence had been won by the colonies, a Constitution, under which they might live as one nation, was offered them for discussion. Patrick Henry and Samuel Adams both opposed this Constitution because they

thought it took too much power from the individual states. But as Washington, Franklin, and Hamilton, with many other leaders, were in favor of the new Constitution, it was finally adopted.

THINGS TO THINK ABOUT

- I. Why did George III wish to control America's trade?
- II. Why should the colonists have helped to pay the debt caused by the French and Indian War?
- III. Why did the Americans wish to make their own laws?
- IV. Many people in England thought the colonists should not be taxed as George III planned. Why did they think so?
- V. Why was the tea thrown from the British ships into Boston Harbor?
- VI. What was the Continental Congress for?
- VII. What is meant by, "Give me liberty or give me death"?

CHAPTER XXIV

GEORGE WASHINGTON AND THE WAR FOR INDEPENDENCE

In the history of any country there has often been one man who stood out above all others as the greatest. The United States has had many great men, but George Washington, whose life story you have perhaps read in other books, holds first place in the hearts of his countrymen. He is called "The Father of his Country." It will interest you, I am sure, to read more about Washington's life and work, for he was one of the foremost of the world's great leaders and champions of liberty.

He was born in Westmoreland County, Virginia, in 1732. His early childhood was passed near Fredericksburg on a large estate. Here he attended a small school taught by the sexton of the church. The master was not a first class teacher, the building was poor, and books were few. George learned a little reading, a little writing, and a little arithmetic, which he called ciphering.

Young Washington and the other school boys had the fields as a playground. He was looked upon as a leader among the boys because he could beat all others in running, jumping, or throwing. The boys called him "Captain George" and loved to follow him when he drew his wooden sword and shouted for his brave band to "come on."

When George was eleven years old his father died, leaving to him an estate on the Rappahannock River and to his brother Lawrence the large estate on the Potomac.

Lawrence Washington had been educated in Europe, and had later fought in the Spanish wars in the West Indies. He named his estate Mount Vernon, after Admiral Vernon, under whom he had fought.

A third son, Augustine, received an estate on Bridges Creek in Westmoreland County. As there was a good school near Bridges Creek, George was sent to live with his brother so that he could attend that school.

Labor to keep alive in your breast
that little spark of celestial fire
called conscience.

Extract from Washington's
Copy Book.

Geo Washington

An Extract from Washington's Copy Book.

His copy books made in that school still exist. They were done very neatly. They show that he had already formed the habit of being careful and doing all tasks well. He entered into all the sports boys enjoy and excelled in whatever he attempted.

During these years his mother looked after him carefully. She was kind, firm, and possessed much practical sense. To her training we must give credit for the many good traits that Washington possessed.

Lawrence Washington married the daughter of his neigh-

bor, Lord Fairfax. When George visited his brother at Mount Vernon he became acquainted with Lord Fairfax and soon became a great favorite of the English Lord. They spent many hours together riding or hunting over Fairfax's vast plantation.

By the time Washington was sixteen years of age he had become a first class surveyor. His love of outdoor life probably encouraged him to give his attention to this work. When his friend, Lord Fairfax, wanted his estate surveyed, young Washington, though hardly seventeen years of age, undertook the work. He set out with one companion to survey the property which was made up largely of an of an almost untouched wilderness.

It was a difficult task that he undertook. He was obliged to spend days and nights in the woods. His food was the game that he could kill and his bed a pile of grass or brush on the ground by a fire made of sticks gathered from the woods. During the time that he was surveying he kept a diary of his experiences. The life was hard, but it helped to fit him for more important labors which he was soon to undertake. His report of his surveys so pleased Lord Fairfax that he had him appointed public surveyor of Culpeper County.

When George Washington was twenty his brother Lawrence died, leaving Mount Vernon to his young daughter. As she, too, died in a short time, George became the owner of Mount Vernon. With this added to his other land, he was kept busy looking after the servants and directing the farm work. He was soon called, however, to do an important work for his country.

You have learned of the French and Indian War over the claims to the land in the Ohio and Mississippi Valley. Washington took an important part in that struggle.

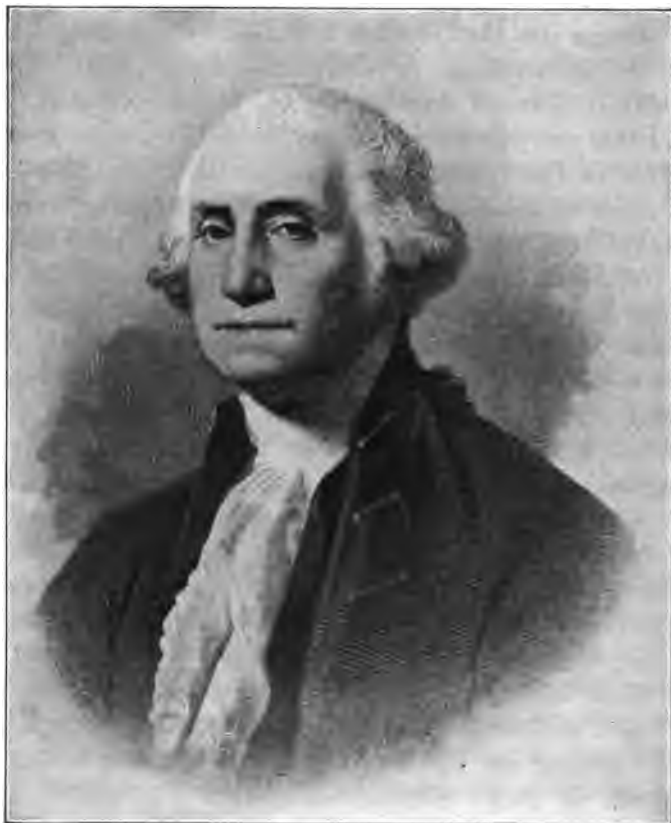
When the English learned that the French were building forts to defend their rights in the land west of the Alleghany Mountains, they were very much aroused. Governor Dinwiddie of Virginia sent letters to England explaining the danger to the English colonies. From England he received instructions to drive the French out of that country by force of arms if they would not go peacefully.

A letter was prepared to be sent to the French commander at Fort Le Bœuf, a short distance south of Lake Erie. It was easier to write letters, however, than to get a messenger to take them over the dangerous way which led through the forests of Virginia to Fort Le Bœuf. Governor Dinwiddie was familiar with Washington's ability, knew that he was to be trusted, and that he possessed the courage to overcome the difficulties of a hard journey through a strange country. In the middle of November the young man set out with the governor's letter. He traveled five hundred miles through the snow, through dense woods, over swollen streams. On December 11 he reached the fort and delivered the message.

The French were unwilling to give up the lands to the English and stated this in a letter which was given to Washington to carry back to Virginia. The journey back was filled with adventures. Washington nearly lost his life when he fell off a raft on which he and his companions were crossing an ice-filled river. A faithless Indian attempted to shoot him. The weather was terribly cold. It was very difficult to get food and water. However, he succeeded in escaping the many dangers of the journey, finally arrived at Williamsburg, the capital of Virginia, and delivered the French letter to Governor Dinwiddie.

He kept a careful account of all the incidents of his journey. He set down in his journal the condition of the

country through which he travelled. Governor Dinwiddie considered this journal so valuable that he had a copy made of it for each of the colonial governors.



George Washington.

“First in War, First in Peace, and First in the Hearts of his Countrymen.”

The letter from the French was not satisfactory, but Washington's success in making the journey and the valuable information that he obtained made him the hero of

the hour. He was already a major on the governor's staff; he was made a colonel when he returned from his trip.

It was clear to the English that the French must be driven out by force of arms if they were to leave the Ohio country. Colonel Washington, who was even now only twenty-three, was soon on his way to get possession of the land near the Ohio River. He commanded one hundred and fifty men. Others had been sent ahead to build a fort where the Allegheny and Monongahela Rivers unite to form the Ohio. A short time after he started, Washington received news that the French had driven these men away, had seized the land, and were building Fort Duquesne on the site selected by the English.

This was discouraging news for Washington but he continued his journey. When he had traveled about half way to Fort Duquesne an Indian came to him with the news that the French were coming to attack him. He hastily threw up some rough earthworks and waited for the French. This rough fort was called Fort Necessity. The French did attack him, their forces so greatly outnumbering his that he was obliged to surrender and return to Virginia.

For a time Washington enjoyed the life of a planter at Mount Vernon. It was but two years, though, before he was again on his way to drive out the French. This time he was with General Braddock who had been sent from England with the British troops to proceed against Fort Duquesne.

General Braddock was thought to be a fine commander. He had been very successful in wars in other countries but he had never fought American Indians. Washington attempted to warn him of the danger of marching against the French and Indians as he would against an army in Europe. Braddock laughed at him. His army marched

on with colors flying, drums beating, bayonets flashing, the red coats of the soldiers showing brightly in the sun. Before Braddock or his soldiers knew they were near, the Indians burst upon them from the woods. They fought from the bushes, behind trees, from everywhere there was a place to hide. The British soldiers fell on all sides. They could see no enemy and did not know what to do, for they had never fought such men. Soon they became panic-stricken and bewildered. Many were killed by their own comrades.

During the battle Washington and the Virginians fought in true Indian fashion. He was everywhere, encouraging his men to seek shelter and do what they could to protect the British soldiers who were helpless against the foe. When General Braddock, their commander, was shot down, the British Regulars broke and ran. Such a defeat was discouraging to Washington and the Virginians. He was soon busy, however, making new plans to capture Fort Duquesne.

Another battle was not necessary. The French became frightened and destroyed Fort Duquesne on the very day that Washington was about to attack them. The fort was rebuilt by the English and named Fort Pitt.

Washington resigned from the army and returned to Mount Vernon. In the same year he married Martha Custis, a young widow, who owned great estates in Virginia and belonged to one of the best known Virginian families. With his vast plantations Washington became one of the greatest land-holders in the colonies.

He loved life in the country. He took an active interest in his estates and each day could be seen riding from place to place, directing and sometimes helping with the farm work. He enjoyed hunting, and, by the side of his friend, Lord Fairfax, took great pleasure in following the hounds

in fox hunts. He and Mrs. Washington entertained their friends at Mount Vernon. Sometimes, as was the custom of the time, whole families would come for a week's stay. The Washington home always offered a hearty welcome to all.

While living the life of a Virginia gentleman, Washington took great interest in the affairs of the country. As you have learned, the history of our country during the period following the French and Indian War was filled with important events. Many questions arose over the treatment of the colonies by Great Britain.

Following the closing of the port of Boston by the British king because of his anger over the "Boston Tea Party," a meeting of delegates from the different colonies was called at Philadelphia. It was called the First Continental Congress. It met on September 5, 1774. Washington was one of the representatives from Virginia. He also was one of the delegates from Virginia to the Continental Congress which met in May, 1775. This body elected him Commander-in-chief of the American army to carry on the war against Great Britain. He accepted the office but would take no salary. He asked to be paid only his actual expenses.

On June 21 Washington was on his way to Boston to take command of the army. The battle of Lexington had already been fought. The people were aroused and were anxious to have one whom they could trust in command of the army. Before he reached Boston the battle of Bunker Hill took place. When he heard the news he asked, "Did the American troops stand the fire of the British Regulars?" "Yes," was the reply. "Then," cried Washington, "the liberties of the country are safe!"

He reached Cambridge on July 21. On the next day he took command of the troops. The tree under which he

stood on this occasion still stands, and is known as the Washington Elm.

The army that Washington found around Boston was made up of about sixteen thousand untrained men. Some had fought Indians but not armies. They were poorly provided with guns and ammunition. He set about to drill them and enforce the obedience necessary to make soldiers. He also sent messengers over the country to obtain guns, powder, and shot wherever they could borrow or buy. One day he was greatly pleased to greet General Knox who came to him with forty cannon which he had dragged over the snow with ox teams and sleds from Fort Ticonderoga which had been recently captured by the Americans.

As Washington now felt prepared to drive the British from Boston, one night in March, 1776, troops and supplies were moved to Dorchester Heights overlooking Boston. When the British awoke the next morning they rubbed their eyes in surprise. They saw fortifications on Dorchester Heights. Back of the fortifications were Americans ready to destroy the British army. The Americans had done more in a night than it seemed they could have done in a week. General Howe, the British commander, had wished for "the rebels to attack him," but when he saw how strong their position was he gave up all hope of successfully attacking them and sailed away to Halifax with his army. In his haste to get away he left behind great stores of guns and ammunition.

General Washington knew the British would soon attempt to gain possession of New York in order to control the Hudson River and separate New England from the other colonies. He left Boston with a part of his army and marched to New York. He was joined there by raw recruits until his army numbered nearly eighteen thousand men.

While at New York Washington and his men heard of the adoption of the Declaration of Independence at Philadelphia on July 4, 1776. They had hardly heard this news, however, before a British army much larger than Washington's, under the command of General Howe, was landed on Staten Island.

In August the British army advanced against the Americans on Long Island, and it was not long before Washington was obliged to retreat. He crossed the Hudson River and hastened across New Jersey. At times it looked as if the little army would surely be captured, but Washington managed to reach the Delaware River where he seized all the boats for miles along its bank and crossed over into Pennsylvania. As Cornwallis could get no boats the Americans were safe for a while.

Lord Cornwallis left about fifteen hundred soldiers at Trenton. His intention was to cross the Delaware as soon as it was frozen and attack Washington's army. He placed other divisions of his army at various places in New Jersey.

The troops at Trenton were a part of the Hessian army that King George III had been obliged to hire in Germany because there were so few Englishmen, Scotchmen, Irishmen, or Welshmen desired to fight America. On Christmas eve, while they were celebrating, Washington and a part of his army crossed the Delaware in small boats. The night was stormy, the wind blew, and it was dark and cold. Great cakes of ice floated in the river. At four o'clock in the morning the Hessians were awakened from their pleasant sleep following the celebration to be taken prisoners by the little army that they had thought was on the other side of the river.

This victory caused great rejoicing in the colonies.

Many had thought the American cause lost when Washington was driven across New Jersey. Lord Cornwallis was so sure of it that he had already made preparations to go back to England. After the visit of Washington to Trenton he decided to make a longer stay.

The victory at Trenton encouraged Washington, but it did not end his troubles. He needed money to pay his soldiers and provide supplies for the army. Many of the soldiers would be obliged to leave the army and go back to their farms unless they could have money to send to their families.

Washington, in his need, turned to his friend, Robert Morris of Philadelphia. Robert Morris had already helped the American cause by loaning large sums of money. He could not secure all that Washington wanted at this time but he went from house to house to get from each man all he could loan. In this manner he succeeded in raising \$50,000 which he sent to Washington.

On January 3, 1777, Washington attacked a part of Cornwallis' army at Princeton and won another victory. He then went to Morristown and spent the winter raising new troops and improving his army in whatever way he could.

During the summer of 1777 the British took Philadelphia. Washington's army was defeated at Brandywine, twenty-five miles from Philadelphia. The battle at Germantown was another loss for the Americans. The winter of 1778 found Washington and his army at Valley Forge. This winter was very severe. The men were poorly clad. Many did not have shoes and often the snow was red from bleeding feet. Many cold nights were spent by the men huddled around a camp fire. There were no blankets to sleep on.

With the coming of the spring, the Americans received

news from New York State and then from France that made them all happy. Dr. Franklin had succeeded, after a great victory had been won over the British at Saratoga, in getting France to aid the Americans.

Several officers from Europe offered their services to Washington about the same time. Among them was Baron von Steuben, a Prussian, and the Marquis de Lafayette. These men helped to drill Washington's army, and in many ways gave him much encouragement. Lafayette gave from his private fortune to buy clothing and supplies for the soldiers.

There were some men in the American army who hindered Washington in his efforts to drive the British army from America. One of these was Benedict Arnold. He had been a trusted officer and had won some great victories over the British. Because of a wrong that he felt Congress had done him in not promoting him as he desired, he turned traitor. He asked to be made commander at West Point which was a strong fort on the Hudson River. As soon as he was given this position, he planned to surrender it to the British. His messenger, Major André of the British army, was captured by some Americans. The maps of the fort and plans as to how it was to be surrendered to the British were found upon André. The young British officer was hanged as a spy. Arnold escaped and later served as a general in the British army. No one ever trusted him nor had any respect for him. When he was on his death bed he had his old American uniform brought to him. He asked to have it put on him, and then died with a prayer that he might be forgiven for deserting his country. His plot ended in what happens to all traitors—disgrace, dishonor, and sorrow.

During the two years following the winter at Valley

Forge, most of the fighting was done in the South. The leading American general there was General Nathanael Greene, whose army Lord Cornwallis spent many months trying to capture. General Greene's army was defeated at Guilford Court House, but the British loss was so great in the battle that it was not long before Cornwallis was driven out of South and North Carolina into Virginia. Greene received a great deal of help from such men as Francis Marion and Daniel Morgan, whose victory over part of Cornwallis' army at Cowpens helped greatly to cause Cornwallis to leave South Carolina.

Francis Marion commanded a small group of loyal Americans who furnished their own food, horses, and guns. These men did great damage to the British army by suddenly appearing from the woods or swamps and as quickly disappearing, after they had done as much harm to the British as possible. So difficult was it to tell where Marion and his men found hiding places that he was called the "swamp fox."

Lafayette also gave General Greene valuable assistance by keeping Cornwallis busy in an attempt to capture him. Cornwallis thought Lafayette, who was not much over twenty at this time, was a boy, but the boy was always too sharp for the British general.

After he found that he could do nothing against the young Frenchman, Cornwallis took his army to Yorktown, Virginia, and began to put up fortifications. Washington at that time was watching the British army in New York. As soon as he heard that Cornwallis had shut himself up at Yorktown, he made plans to capture him and his men. Arrangements were made to have the French fleet keep the British from getting help to the army at Yorktown from the sea. Then, leaving a part of his troops near New

York in order that the British commander there might not know his plans, Washington hurried his army to Virginia and united with Lafayette in an attack upon Cornwallis. The British held out for a week under the severe fire of



Surrender of General Cornwallis at Yorktown, 1781.

The closing scene of the struggle for Independence.

the American guns. One house in the town had over a hundred cannon balls in it. On October 19, 1781, Cornwallis saw that it was useless to continue the battle and surrendered to Washington. His army marched from the city to the tune of "Yankee Doodle." The Americans and

the French were drawn up in long lines facing each other. Between these lines marched the defeated British army. You may be sure that it was a great day for Washington and for our beloved country.

The news of Cornwallis' defeat was carried from colony to colony by swift horsemen who were everywhere welcomed by the happy Americans. They knew that Washington's victory would end the war and set the colonists free from British rule. A year later a treaty of peace was made. By this treaty, which was signed in Paris in January, 1783, by Benjamin Franklin and three other leading Americans, the colonies gained the right to govern themselves. The United States became independent and took its place among the nations of the world.

Washington resigned his position as commander-in-chief of the American army, and, after bidding his officers farewell, went to his home in Virginia. He had given much for his country's sake, but he later was called upon to give still more.

After the War for Independence was over it was found necessary to call a meeting of the leading men from the different colonies to form a plan of government for the new nation. This meeting or convention was called at Philadelphia in 1787. Washington was president of the convention. After several months of discussion, a great document was drawn up and signed by thirty-nine delegates. Washington was the first signer, and among others was Benjamin Franklin who was now an old man eighty-two years of age. This famous document was the Constitution of the United States of America. From 1789 until the present time it has been the supreme law of our country.

This Constitution provided that a president of the United States should be chosen. When it came time to select one

all thought Washington the man who could best perform the duties of that office. He was elected, and on April 30, 1789, in the city of New York, the capital of the United States, Washington took the oath of office as president.

After he had served his country for eight years as president, he bade the American people farewell in a great paper called *Washington's Farewell Address*. He retired to his home at Mount Vernon and spent the next two years looking after the great plantation which he loved so well. In December, 1799, while riding in a severe storm, he caught cold and died after a brief illness of two days.

The "father of his country" was mourned throughout the land. Even the British ships lowered their flags to half mast. The French people went into mourning for ten days.

The fame of Washington will last as long as there are Americans. He always stood for liberty and justice. His wisdom is shown by his great success whenever he was called by his countrymen to protect the country's welfare. He not only won independence but helped to give the new country a government which made independence secure.

THINGS TO THINK ABOUT

- I. What do you find in Washington's boyhood that would help him as a man?
- II. Why was Washington selected to carry the Virginia governor's letter to the French commander?
- III. What training helped to prepare Washington for a soldier's life?
- IV. Washington could fight the Indians better than General Braddock. Why?
- V. The Americans had confidence in Washington. What does this mean?
- VI. Why did General Howe call the Americans rebels?
- VII. Why was the victory at Trenton important?

- VIII. Washington was defeated many times but he did not give up.
What does this fact show about him?
- IX. What is a traitor? What should be done with traitors?
- X. Some people say that we repaid France during the last war.
What do they mean?
- XI. Why do we call Washington, " The Father of his Country " ?

CHAPTER XXV

JOHN PAUL JONES AND THE BEGINNING OF THE AMERICAN NAVY

THE colonies had no navy at the beginning of the War for Independence. As Great Britain possessed one her vessels could go and come wherever and whenever she might desire. The colonists, however, were skillful and daring sailors, for they owned many merchant ships. There was not so much difference then as now between merchant vessels and war vessels. When war came many merchants armed their ships and sent them to sea to fight. They were called privateers. As these privateers were used as their owners wished, Congress acquired some vessels of its own. In charge of one of these naval vessels was a young lieutenant named John Paul Jones.

John Paul Jones was the son of a Scotch gardener named William Paul. William Paul had another son, also named William, who was adopted by a wealthy Virginian named William Jones. Mr. Jones gave the boy the name Jones. While sailing on the brig, *Friendship*, John visited his brother William in Virginia. Mr. Jones liked John so well that he offered to adopt him, too, but the lad preferred the sea and did not accept Mr. Jones' kind offer. John Paul continued on the sea and made several trips across the Atlantic. He was promoted from time to time until he became a captain and part owner of a vessel.

John's brother, William Paul Jones, died in 1773. William Jones died soon after, leaving his estate to John Paul

on condition that he would take the name of Jones. He thus became known as John Paul Jones.

The training of John Paul Jones on the seas fitted him to take an active part in the work of the first American navy. He was with the little squadron of four vessels that sailed in 1776 for Fort Nasasu on one of the Bahama Islands. From the masthead of his vessel floated a flag made of yellow silk on which was coiled a rattle snake with the motto, "Don't tread on me!" printed below. The fort was taken, along with many supplies and several cannon. Afterwards, as commander of the *Providence*, Jones captured sixteen British vessels in six weeks.



Statue of John Paul Jones in
Washington, D. C.

In 1777 Jones was called before Congress in Philadelphia and his advice asked as to the best course to follow on the sea. He surprised his hearers by stating that the best thing to do was to fit out ships and attack British vessels in British waters. This seemed too daring a thing to do, but finally the plan was approved, the *Ranger* was fitted out, and he was given the command. On this vessel he unfurled the new flag, the "Stars and Stripes," which had been adopted by Congress June 14, 1777.

About the time that the *Ranger* was ready to sail other

great events occurred in the colonies. As you have learned, the British attempted to cut New England off from the other colonies by getting possession of the Hudson River. Burgoyne's army made its way from the North to meet another army from the South. This Southern army was delayed, however, until it was too late to help. General Schuyler commanding the Americans met Burgoyne at Saratoga, and, after a desperate battle, compelled him to surrender.

The glad news of the victory at Saratoga was carried to Jones, who sped away to France. Dr. Franklin was there trying to get the French to aid his country. How happy he was when Jones arrived with the news of Burgoyne's defeat. Soon after John Paul Jones reached Paris, France agreed to send aid to America.

Jones at once ventured into British waters where he met the *Drake*, a sloop of war. The *Drake* was much larger than the *Ranger*, but Jones' daring made up for the lack of size in his vessel. He gave battle and so crippled the *Drake* that she surrendered. Jones took her as a prize back to France. It was difficult for the French king to believe that Jones had been so successful. It was true, however, and Jones obtained the promise of more vessels from France with which to attack the British.

Four small vessels were fitted up for Jones. His flag-ship, an old merchant ship made over, was called *Le Bon Homme Richard*, meaning Good Man Richard. This name was selected out of regard for Benjamin Franklin whose friendship Jones had won. Jones was very fond of "Poor Richard's Almanac," a paper published by Franklin.

After cruising for some time Jones sighted the British warship *Serapis* on the evening of September 23, 1779. The battle between this ship and the *Bon Homme Richard*

is famous in history. The sea was calm, the sky was clear, and the moon made it nearly as light as day. Nearer and nearer the vessels drifted together. Suddenly there was a roar of cannon. Each commander, knowing the fight would be to the finish, turned all guns on his enemy. With the first firing, two of the guns of the *Bon Homme Richard* exploded, killing several men, and causing more confusion to the already excited crew. Jones was everywhere, encouraging his men, directing their fire, and urging all to stick to their guns. His presence made heroes out of all who saw him.

When the firing was heaviest, the smoke was so dense that it hid Jones' vessel from the British commander's view. Thinking that perhaps Jones might surrender, he called, "Have you struck?" meaning, are you willing to surrender? In a calm, even voice Jones called back, "I have only just begun to fight."

With both boats afire, and his own slowly sinking, Jones saw a chance to win. With his own hands he lashed the vessels together. His men were then sent to the rigging where they easily shot down the British sailors on the deck of the *Serapis*. Hand grenades were thrown on the deck of the *Serapis*, doing great damage. One grenade dropped through an open hatchway into some ammunition. Instantly a great explosion followed. Smoke and fire poured out of the hole blown in the deck. The battle soon ended, and the British commander himself hauled down his colors.

As Jones saw that his ship would not float long, he ordered all his men to board the *Serapis*. The *Bon Homme Richard* soon sank with the American dead, the American flag flying to the last. Jones' victory was one of the great achievements of the War for Independence.

John Paul Jones received many honors after his brilliant victory. He was given a vote of thanks and a gold medal by Congress. Even European rulers conferred honors upon him. He became a great American hero.

His last years were spent in Paris where he was held in much respect. He was a handsome man, his face bronzed by the wind and sun. He had black piercing eyes and a very pleasant voice. His company was sought after and he was entertained by the king and great men of France. He died when only forty-five. France and America joined in mourning his loss.

For a long time the little cemetery in which John Paul Jones was buried was neglected and it was only through the efforts of General Horace Porter, in 1899, that the grave was found.

The remains of the "Father of our Navy," in a leaden coffin, were brought to America in 1906, and buried with great honor at Annapolis.

THINGS TO THINK ABOUT

- I. Why do you think we had no navy at the beginning of the War for Independence?
- II. How was John Paul Jones fitted to do the work that he was called to do?
- III. Why is the American flag called the symbol of liberty and justice?
- IV. Do you think John Paul Jones was a brave man? Give some reasons for your answer.
- V. Why do we honor the memory of John Paul Jones?

CHAPTER XXVI

THOMAS JEFFERSON AND THE WAR FOR INDEPENDENCE

ANOTHER great leader in the struggle for freedom from British rule was Thomas Jefferson. He was born on a large estate at Charlottesville, Virginia, in 1743. On this estate, where his playground was the open fields, Jefferson spent the first fifteen years of his life. He enjoyed the outdoors. He liked riding, hunting, and other sports of the field and forest. He was fond of study, also, and spent much time reading.



Thomas Jefferson.

Jefferson's statesmanship made him an important leader during and after the War for Independence.

At the age of seventeen Jefferson went to Williamsburg, the capital of Virginia at that time, to attend William and Mary College. His college life was a happy and profitable one. He made many friends, chief among these being Patrick Henry.

When Patrick Henry made his first great speech Jeffers-

son heard him. The stand Patrick Henry took against the unjust Stamp Act no doubt influenced Jefferson a great deal.

Jefferson practiced law for a while after he left college. When Patrick Henry made his second great speech in the House of Burgesses in 1775, Jefferson was also a member. By that time he had become convinced, like Patrick Henry, that "liberty or death" should be the motto of all true lovers of liberty. After Henry's stirring speech, Jefferson urged that Virginia "be immediately put into a state of defense."

In 1775 Jefferson was sent to represent Virginia in the first Continental Congress at Philadelphia. At this time he was over six feet in height, with sandy hair, hazel eyes, and a face so pleasant that people liked him at first sight. His selection of such a fun-loving person as Patrick Henry for a friend shows that he had a happy disposition.

Jefferson was not a good public speaker like Patrick Henry, but what he lacked in ability as a speaker he made up as a writer. He was always ready with his pen to defend the colonists against their enemy, George III. He took a great interest in the events which ended in the battles of Lexington, Concord, and Bunker Hill. After these conflicts he believed, as did most other members of the Continental Congress, that it was time for America to become independent. The Congress appointed a committee of five men, Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston, and Thomas Jefferson, to draw up a paper setting forth the reasons for the independence of the colonies.

Because of his ability as a writer, the committee selected Jefferson to write the Declaration. Such a paper called for a great deal of careful thought. For three weeks Jefferson worked on his task. When he had finished writing,

the committee discussed and approved the great paper, and it was presented to the Congress for consideration. His work was so well done that after a very few days of study and discussion the Declaration of Independence was adopted, July 4, 1776.

Great were the rejoicings of the people when they heard what Congress had done. In Philadelphia it had been



Independence Hall, Philadelphia, as It Appears To-day.

In this building was signed the document that declared the colonists free and independent.

planned to announce the news by ringing the State House Bell. A great throng gathered outside the building and anxiously watched the little boy who stood by the door waiting for the doorkeeper's signal that the great Declaration was adopted. Finally the door opened; the boy waited just to see the doorkeeper nod his head. With the cry, "Ring! Grandpa! ring!" he called to the old bell ringer. How the old bell clanged out the glad news! The Liberty

Bell thrilled the people. Men cheered, children shouted; all were excited, glad, and happy.

A copy of the Declaration was sent to each of the colonies. There were many celebrations. Everywhere flags were waved, cannon fired, bells rung. All made merry as liberty was proclaimed "throughout all the land unto all the inhabitants thereof." A new nation had been born upon the earth.

July 4 is the day that every American celebrates as the birthday of independence, freedom, and justice on American soil.

Jefferson wrote in the Declaration of Independence "All men are created equal." He believed this was true in family life as well as public. In Virginia there was a law which permitted the eldest son to inherit all of his parent's estate. Jefferson had a law passed providing that all the children might have a share of the property on the death of the parent.

There was another Virginia law which compelled the people to pay taxes in support of the established church. Jefferson had this law repealed, so that no one was obliged to support any church by taxation; each person was at liberty to support the church of his choice, or none.

Jefferson enjoyed the country life in Virginia. His home to which he went after the war stood on a high hill. On account of this he called it Monticello, an Italian word meaning "little mountain." He had not lived there long, however, before he was again called upon to serve his country. In 1784 he was sent to France to represent the colonists and remained there five years until Washington was elected president and had appointed him his Secretary of State. Jefferson was vice-president for four years, and in 1801 was elected president of the United States.

He was the first president to take office in the city of Washington, the present capital of our country. New York was the first capital of the United States; Philadelphia was the capital for a short time before 1801.

Washington and John Adams, the second president, thought that the president should not mingle freely with the people. They were friends of the people but thought the president should stand a little apart from other men. Jefferson believed in simplicity of manners even in the president. He walked to the capital on the day he was to take the oath of office. He was dressed in his everyday clothes and invited some of his friends to walk with him. He held no formal reception as Washington did, but instead, on January 1 and July 4, he opened his house to all who wished to come. He believed in what he called, "Republican Simplicity," which teaches that all are equal and that even the president should be ready to shake the hand of anyone.

When Jefferson became president the western boundary of the United States was the Mississippi River. The land near the mouth of the river where New Orleans now stands, and all the region between the Missouri River and the Rocky Mountains from Canada in the North to Texas in the South, was owned by France and was known as Louisiana.

The people west of the Alleghany Mountains urged the president to get possession of enough land at the mouth of the Mississippi River to secure to the United States the use of the river as a trade route. Jefferson sent James Monroe to France to bargain with Napoleon for the land where New Orleans stands, along with other lands near that city. Napoleon needed money badly to carry on war with England, and offered to sell all the Louisiana territory for \$15,000,000. The acceptance of this offer nearly doubled

the size of our country. No one at that time realized the great importance of this purchase. Now we look upon Jefferson's act as one of the greatest achievements in our history. With its mines, forests, and farms, the region which was included in the Louisiana territory has become a very important part of our country.

In 1804 two men, Meriwether Lewis and William Clarke, were sent out to explore the country bought from France. They set out from the village of St. Louis and followed the Missouri River to the Rocky Mountains. They crossed the mountains and after months of traveling reached the Pacific Ocean. They began the return journey in 1806 and reached home after an absence of over two years, bringing back with them wonderful tales of adventures. They also prepared descriptions and maps of the country through which they passed.

Jefferson lived until 1826. He served his country well. As author of the Declaration of Independence he set forth the great principles of freedom and justice. As an officer in Washington's cabinet he helped to solve many of the problems of the young nation. As president he doubled the area of his country and set an example in acquiring territory that led to increasing the size of our country, until now it reaches from coast to coast and from Canada to Mexico.

THINGS TO THINK ABOUT

- I. What did Thomas Jefferson learn from Patrick Henry?
- II. Why was Jefferson selected to write the Declaration of Independence?
- III. What is meant by celebrating the Fourth of July?
- IV. What are some good ways of celebrating a holiday?
- V. How did Jefferson show that he was a friend of all the people?
- VI. The purchase of Louisiana was an important event in our history. Why?
- VII. The work of Lewis and Clarke was important. Why?

PERIOD OF DEVELOPMENT AND THE GROWTH OF NATIONALITY, 1789-1865, 76 YEARS

CHAPTER XXVII

THE GROWTH OF THE NATION

AFTER gaining independence from the mother country it was necessary for the new nation to establish a government of its own. Many able men helped in the early days of the history of the young nation to adjust the government and to secure happiness and prosperity to all the people. You will find stories about these men and their work in the following chapters.

You will also find stories of some of the pioneers who helped to settle the lands west of the Alleghany Mountains. The history of the pioneers is in many ways like the history of the early explorers and settlers. It is full of adventure. These men and women left their homes in the East and traveled by wagon to the far West to make new homes. They suffered hardships to prepare the way for many others who were to follow them. These hardships and adventures made men self-reliant and independent. These people helped to make the land of freedom as much as the early colonists.

New territory was added to the country from time to time. Some was bought from European nations, some was acquired by treaty, and some was obtained only after disputes over

it were settled by war. You will find the facts about this growth in the different stories.

It was necessary, as the desire for traveling increased, to find better ways to transport people and goods from place to place. Find in the stories what inventions were made to do this.

Better means of travel helped to develop the country. Explain as you study about the different inventors and inventions just what it means to "develop the country."

Other great inventions were made that made it possible for people to live more comfortably without the drudgeries of the early settlers.

The country grew; new lands were settled; better homes were made; larger cities sprang up. Such things did not bring happiness to all the people. There was a great difference in the beliefs of those who lived in the North and those who lived in the South as to the question of slavery. It would seem that in a country where freedom had been so long cherished no one would have held slaves, but such was not the case. There were many slaves in the country even when the colonists were fighting for their own freedom. Read carefully the various passages about this subject.

Such disputes in the past have been settled by war. War—the war of the states between themselves—came to the United States. This war settled forever that America was to be a land free for all.

of good hunting and adventures with Indians and wild beasts of the forest.

Finally, the travelers reached a beautiful country which they knew must be the land they were seeking. They built a rough shelter of logs and spent many pleasant days going about the surrounding country. All went well until Boone and one of his friends while hunting were surprised by some Indians and taken captive. There was no chance to escape for several days. Finally the Indians killed a large quantity of game and held a great feast, after which all fell sound asleep by the fire. Boone also pretended to sleep, but as soon as he saw that the Indians were not watching him, he awoke his friend and both of them quietly crawled out of the camp. When far enough away they ran swiftly through the dark woods until they were sure they were safe. When they reached their camp there was no trace of the men who had been left there, nor could they find any sign to show what had happened.

After two years' absence Boone returned to North Carolina and soon prepared to take his family to Kentucky. He formed a party of five families, and they set out in covered wagons filled with household goods. Men on horseback drove the cattle and extra horses. All went well until Indians attacked the little band. Boone's son and six men were killed in the fight that followed. This so discouraged those who survived that they returned to the Yadkin River.

Boone had a friend, Richard Henderson by name, who made a treaty with the Cherokee Indians in the West and planned to open up the whole country to the white settlers. Henderson sent out Boone and thirty men to cut a road through the woods to the Kentucky River. The road that Boone made was called the Wilderness road and was the

path over which thousands of settlers gradually found their way to the Western lands.

Boone and his men built a fort on the Kentucky River and called it Boonesborough. This fort was oblong in shape and consisted of log cabins built side by side. Between the cabins was a stockade made by driving sharpened posts into the ground. In each cabin there were loop holes through which the settlers could fight the Indians if trouble arose.

If you could have seen Daniel Boone at that time you would have seen a tall, slender man dressed in a fringed hunting shirt, leggings, and moccasins made of skins of wild animals. On his head he wore a coonskin cap so fashioned that the tail fell at the side of his head. He was very strong, and so rugged that he could easily stand the hard life of a backwoodsman. He had many friends because he was always ready when called upon for advice or for help in time of need.

After building the fort Boone returned to North Carolina to bring his family and other settlers to Boonesborough. These settlers did not have an easy life. They were obliged to clear the land before they could plant crops. After the crops were raised they threshed the wheat by hand. Corn was ground into meal by pounding it with a blunt stick in the hollow made by burning out the end of a short log. Meat that was to be kept was dried by the fireside until it was very hard, and was called jerked beef. It was necessary to make most of the clothing. The homes were rough cabins made of logs, with a large fire-place in one end. There were sometimes two rooms, more often but one, and sometimes an attic which was reached by a ladder. The furniture was home made.

In a home like this in the state of Kentucky one of our

greatest men, Abraham Lincoln, was born. Other great Americans had just such birthplaces.

The boys in those early times were kept busy. They had a few months of school in the winter. In the spring they helped with the planting of corn and potatoes. They picked up stones and helped to clear away the stumps. In the autumn they helped with the harvest and worked with the men getting the winter wood ready. The girls



A Settler's Log Cabin.

In such homes lived brave men and women who cleared away the forests and made the wilderness into productive farms.

were busy too, helping in the home, preparing food, and making clothing. When the work was done the boys had great sport hunting and trapping. You will learn later how some of these boys, when grown to manhood, helped to win victories for their country,

as soldiers, as inventors, or as statesmen.

In 1778 Boone and several other men were captured by Indians who were fighting for the British. They took Boone and the other men to Detroit, surrendering all but Boone to the English. Boone they decided to keep, and, because they admired his courage and daring so much, they adopted him into their tribe. This was done in a long ceremony during which Boone was thoroughly scrubbed in the river and then covered with different colored paints.

His hair was also pulled out with the exception of one lock on the top of his head, which was called a scalp lock.

Boone was treated as one of the tribe but was always watched so that he could not escape. Finally, however, he did succeed in getting away, and after traveling over a hundred miles through the forest he found his way back to his home, where he was warmly welcomed. He warned the settlers of an attack which the Indians had planned to make on Boonesborough. The attack was made, but the settlers were ready, and, after a hard struggle, drove the savages away.

After a time Kentucky became too crowded for Daniel Boone. He wished for more "elbow room." It was not long before he was on the way to Missouri which was the western outpost of civilization at that time. Here Boone lived with his sons until his death at the age of eighty-six. Although living in his sons' fine home, he would never sleep in a bed. He was a real backwoodsman who loved best the life of the forest, where he could hunt and trap during the day and sleep rolled in a blanket by a brush fire at night.

Through the leadership of such men as Daniel Boone, our country has finally become settled from East to West. In Boone's time Kentucky was "Out West." To-day it is very difficult to tell where the "West" begins and where the "East" ends.

THINGS TO THINK ABOUT

- I. Why was Daniel Boone a pioneer?
- II. How did Boone's early life fit him to do the work of a pioneer?
- III. Do you think Boone liked the life he led? Why?
- IV. Would you like to have known Daniel Boone? Give reasons for your answer.
- V. Do you think Daniel Boone would have been a good scout?
- VI. Suppose you could have taken dinner with Daniel Boone. What would you have had to eat?
- VII. Why did the Indians dislike to have white settlers in Kentucky?
- VIII. What do you like most about the story of Daniel Boone?

CHAPTER XXIX

PROJECT: THE LIFE OF DANIEL BOONE

By VERA M. TELFER, Warren County, N. J.

The history of a people is nothing more than the story of the lives of its great men and women.

Purpose in the Mind of the Teacher:

- (1) To teach the life of Daniel Boone; a man who personified the great movement to explore and settle new parts of the country then occupied by the Indians.
- (2) To teach in such a way as to make pupils feel that they are personally acquainted with Boone—a real backwoodsman.
- (3) Through Boone's life to teach what perseverance, power of leadership, and physical strength can do in spite of adverse circumstances.

Purpose in the Mind of the Pupil.—(Stimulated by the teacher's assignment.)

- (1) To find out about Boone's interesting adventures in the wilderness.
- (2) To reproduce the experiences of Boone through their play.

Assignment:

The story of Daniel Boone is always interesting to pupils. Tell them just enough of his life to arouse them to read their text book and other available books for more information. Study with the pupils pictures illustrating the life of Boone, for the purpose of helping them the better to interpret what they read. In order that they may understand the reasons for Boone's hard journey into Kentucky, explain the conditions of the frontier settlements and, with the use of the map, locate the part of the country in question.

In order to develop good judgment in selecting important parts of the story, and to give pupils a purpose for clear thinking in their study period, give them a definite assignment.

The following are some suggestions for study which might be given to pupils:

- (1) Make a list of incidents of Boone's life that we might play.
- (2) Which one would you like best to play?
- (3) Be able to describe one in detail. Look in other books for more information. (Teach use of index.)
- (4) Imagine that you were a boy or a girl who went with Boone into the wilderness and be able to tell one of your experiences to prove that Boone was persevering, brave, kindhearted, and strong.
- (5) How was Boone dressed?
- (6) Imagine you are Boone. Come into school and tell some of the things you did and saw.
- (7) Make a list of pictures for use on the sandtable or on a poster.

NOTE.—If you should happen to be teaching in a school near some woods, encourage the boys to build Boone's cabin or fort. Take your class or whole school out there for your dramatization.

SUGGESTIONS FOR CORRELATED SUBJECTS

English:

- (1) After the pupils have decided upon one incident of Boone's life which they would like to dramatize, write this play in class. Later, give it before another group of pupils or before parents.
- (2) Write a composition about one of Boone's experiences.
- (3) Let each pupil write a story of his or her own life as a pioneer boy or girl.

Handwork:

- (1) Make a booklet to contain the play or illustrated compositions.
- (2) Have the class make a poster representing an incident.
- (3) Make a sandtable representation, *e.g.*:
 - (1) Boone's first experiences in the "Indians' Hunting Ground."
 - (2) The pioneers on their trip over the "Wilderness Road."
 - (3) Boone's escape from the Indians.
 - (4) Boonesborough.

Geography:

Locate Kentucky, noticing the physical features, size, etc. Note some of the changes which have taken place since Boone's time.

NOTE.—Encourage pupils to bring pictures of pioneer life and to read other books besides their regular text books,—e.g., *The Life of Daniel Boone*, by Theodore Roosevelt; *American Leaders and Heroes* by Gordy; *Primary History—Stories of Heroism*, by Mace.

Summary:

- (1) As a conclusion to the Study of Daniel Boone have pupils formulate their reasons why Boone was a man of whom all Americans should be proud.
- (2) Go back to the study of the pictures with the purpose of finding out whether these pictures correspond with what we have learned in this project.

CHAPTER XXX

ALEXANDER HAMILTON AND THE FINANCES OF THE NEW NATION

At the close of the War for Independence the new nation had many difficult questions to answer. We may think at times that the most important events in the history of a nation are the wars that it has fought, but that is not true. There are many questions that have to do with trade, with the church, schools, industries, and finances that are far more important than the wars. With the new nation the relation that one state bore to another and the financial needs of the country were very important matters.

Men who loved their country and were wise enough to solve her problems were needed. Alexander Hamilton was such a man. He was one of the leaders of that time.

He was born in the West Indies in 1757, but came to the United States at an early age. At fifteen he became a student at Columbia College in New York City. If you had visited in New York at that time you would have found the people taking sides on the question of the right of Great Britain to govern the colonies. Those who favored the British king in his claims were called "Tories" or "Loyalists." Others who took a stand against the King's demands upon the colonies were called "Sons of Liberty." The Sons of Liberty erected liberty poles in the city. They held meetings around these poles and listened to speeches on the questions of the time. Alexander Ham-

ilton attended these meetings and became much interested in the cause of liberty.

Though but seventeen years old at the time of the call for the First Continental Congress, Hamilton took an active



Alexander Hamilton.

This nation has few statesmen equal to Alexander Hamilton.

part in working for the cause of freedom. When the war opened he drilled troops and commanded a company in the fighting around New York. He soon attracted the attention of Washington on account of his ability as a writer and orator. Appointed to Washington's staff, he took charge of Washington's correspondence, drew up orders, and prepared important papers to be issued.

After the war there was a great debt. Paper money

had been issued by the Continental Congress to the extent of thousands of dollars, but as there was no gold or silver back of it it became valueless. A picture of one of the Continental notes is shown on page 176. It took several hundred dollars in these bills at one time to buy a dollar's

worth of food. Thus we came to have the term, "Not worth a continental."

The various states were jealous of each other and did not agree on many matters. Some laid claim to the same territory in the West. New York and Virginia thought they owned land which was also claimed by Connecticut and Massachusetts. It seemed as if there might be trouble, but finally the different states gave up their claims in order that a vast territory in the West and Northwest might become common property of the nation.

It was seen by Washington, Hamilton, and others that a strong central government must be established if the nation was to succeed. This was the only way to settle the questions of the national debt and of the trade rights of the different states.

A convention was therefore called in 1787, at Philadelphia, to adopt a Constitution for the states in order to form a more perfect union. It was not an easy matter to get all the states to agree to such a Constitution. Hamilton took a leading part in the debates. After months of hard work the Constitution was adopted by enough states to make it the supreme law.

According to the Constitution a president was to be elected and the laws of the land made by a Congress consisting of men elected from the various states. The president has a Cabinet whose members act as his advisors. Washington appointed Alexander Hamilton, who was but thirty-two, Secretary of the Treasury. This position was the most important of all the Cabinet offices at that time because of the financial condition of the country.

There was a great debt and no money with which to pay it. Nor was there any money that could be called United States money. Hamilton immediately set about

making plans to levy taxes, establish a bank, build a mint, and to arrange to pay all debts that the country owed. In every one of these matters he was successful. It was not long, therefore, before the United States had a sound financial system and was paying her debts so fast that the countries of Europe were surprised. This great service was of tremendous importance to the new nation.



A Reproduction of Some Colonial Money.

After his services in Washington's Cabinet Hamilton practiced law until his death on July 11, 1804. He had made an enemy of Aaron Burr who was jealous of Hamilton's success. When Burr challenged him to a duel, Hamilton, although he did not believe in dueling, accepted, lest people might think him a coward if he refused. When the signal to fire was given, however, he deliberately fired

in the air. Burr, firing at the same instant, killed him. This brave act of Hamilton's showed people the foolishness of dueling and ended it in this country.

Hamilton was a true patriot, always desirous of advancing his country's interest and ever ready to give his services for her and for the good of his fellow-men.

THINGS TO THINK ABOUT

- I. What events show that Alexander Hamilton was a patriotic American?
- II. Why did Washington think well of Hamilton?
- III. Hamilton thought the states should adopt the Constitution. What reason did he have for thinking so?
- IV. Why was it necessary to have a good financial system in the United States?

CHAPTER XXXI

ROBERT FULTON AND THE PROGRESS OF TRANSPORTATION

It was very difficult to travel from place to place in the early days. Long journeys were made by stage coach or on horseback. If several people wished to move to another state, as Daniel Boone did, they were obliged to use wagons drawn by oxen or horses. The roads were very hard to travel, as many of them led through forests where snow in the winter and deep mud in the spring and fall made it nearly impossible to get a wagon over them. Traveling on the rivers was sometimes done by flat-boats. These boats could be floated down-stream, but, as they could not be moved against the current, they were as a rule broken up for lumber when the voyage was over.

With such means of travel the western country opened up by Daniel Boone could not be settled very rapidly, neither could the settlers get supplies, nor send their products to other places.

The boats of that time were sailing vessels. Many long voyages were made with such boats, as you have learned, but they were so slow that a voyage of any length took several weeks.

The man who did most to provide a better means of traveling by water was Robert Fulton, who invented the steamboat in 1807. Fulton was born of poor parents in a Pennsylvania village in 1765. As a boy in school he cared more for "making things" than he did for studying his lessons.

He was very fond of drawing. His first invention was a pencil hammered out of a piece of lead. He also enjoyed fishing. The boat that he and a boy friend used was hard to row. To move it they pushed it along with poles. Robert, however, thought of a plan by which the boat was moved easily. He arranged paddle-wheels on each side of the boat, connecting them by a shaft on which there was a crank. One of the boys could then sit on the seat and move the boat by turning the crank.

As a young man Fulton gave much attention to painting pictures. His friends urged him to go to Europe to study art with the hope that he might some day become a great artist. He made the trip in a

slow sailing vessel which took several weeks to make the journey. We wonder sometimes whether he did not spend some of the time during the weary days of the trip planning how he could improve such a poor method of traveling.

Fulton does not seem to have thought much about art while abroad. In England he spent much time in building



Robert Fulton.

Fulton's invention made distant places near at hand.

bridges. He also made several important inventions during those years. He journeyed to France and there made a diving boat or submarine. He attempted to interest Napoleon in his new boat and succeeded in completely destroying an old boat which was provided for a trial of his submarine. He also placed torpedoes under a boat in an English harbor to show what his diver would do. Nothing was left of the boat but the pieces. Neither England nor France, however, would adopt his submarine for use in their navies. They could not at that time imagine the possibilities of the under-water boat. In fact, it was not until the World War that its advantages were fully understood.

While in France Fulton also tried to make a boat that would run by steam, but he was not very successful. It moved very, very slowly, for the engine that he used was not powerful enough for the size of the boat.

Disappointed, Fulton and his friend, Mr. Livingston, who had helped him in France, returned to America. Soon after their arrival they set about building a boat in New York, and in August, 1807, the *Clermont*, as he named it, was ready for a trial trip.

While building the *Clermont*, Fulton was often ridiculed. His boat was called "Fulton's Folly." Men visited the shipyard because they were curious to see a boat that was to run by steam. They thought such a thing impossible.

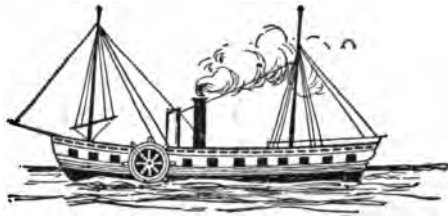
On the day that the boat was to sail, hundreds of people, all prepared for a good laugh, gathered on the shore to watch Fulton in his attempt to move a boat by steam. They thought Fulton was crazy.

The signal was given, the engine slowly started, great clouds of smoke poured from the smoke-stack, and the paddle-wheels began to turn. The boat moved slowly but

surely away from the bank and headed up stream. The crowd forgot to laugh. They stared at the boat and ran along the bank to get a better view of it. Could it be possible that "Fulton's Folly," after all, might prove to be worth while? Could it make the trip to Albany? The boat did succeed in making the trip, reaching Albany in thirty-two hours. With the help of the current, the return voyage was made in even less time. When Fulton returned to New York he received a great welcome. No one thought of him as a crazy man then.

He had proved that it was possible to move vessels by steam.

The *Clermont* made many trips between New York and Albany. So many other steam-



The *Clermont*.

boats were soon built that by 1830 there were over two hundred of them on the western rivers.

The whole of the Mississippi River valley was thrown open to easy settlement as soon as the steamboat came into use. As settlers poured into that fertile country it was not long before great cities were built up along the rivers where trading could be carried on.

The first steamboat crossed the Atlantic Ocean in 1819. It took twenty-six days to journey from Georgia to Liverpool. To-day great vessels a sixth of a mile long go from New York to Queenstown in a little over five days. A picture of the *Clermont* and one of a boat of to-day are shown to give you an idea of the improvement since "Fulton's Folly" made her first voyage. One of these great vessels when loaded carries many tons of goods from

country to country. The passenger vessels carry as many as five thousand people. Such vessels as this made it possible during the last great war to move over two million soldiers from the United States to France within a few months. Truly Robert Fulton's invention brought many changes in trading and travel. Every steamboat is a monument to his genius.



A Modern Ocean Liner.

THINGS TO THINK ABOUT

- I. Why was it difficult to get from place to place in early times?
- II. Robert Fulton thought the submarine was worth while. Was he right? Give a good reason.
- III. Would you have laughed at Fulton's boat?
- IV. How did the steamboat help in building up our country?
- V. Have you ever seen a steamboat? Tell something about it.

CHAPTER XXXII

WHITNEY AND THE COTTON GIN; HOWE AND THE SEWING MACHINE: IMPORTANCE IN THE DEVELOPMENT OF THE COUNTRY

IN the history of our country we have many heroes. Some were great discoverers, others explorers, and others



A Cotton-picking Scene.

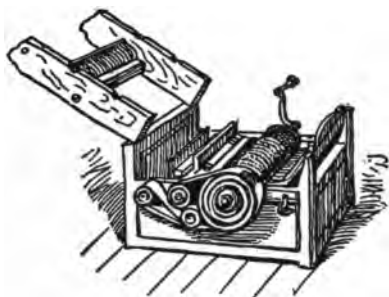
Vast areas in the South are devoted to this crop.

great as statesmen or military leaders. There were other men whose work was so useful that they became great because of their service. They helped to develop their country by inventing machines to do the labor formerly done by hand. Eli Whitney was such a man.

He was a native of Massachusetts, born in 1765. After

completing his college course he went to Georgia. He expected to be a tutor but, delayed by illness, he found his position filled when he arrived. A friend gave him a home and he set about studying law. He was handy with tools and in his spare time made many useful articles for the house and farm.

Cotton cloth was very expensive at that time because the labor of separating the seeds from the cotton was very great. This work had to be done by hand. It was a very



Cotton Gin as Made by Whitney.

slow process as each seed was removed by pulling it away from the cotton in the boll. It took a whole day to clean two pounds of cotton.

When Whitney's attention was drawn to the need of a machine to clean the cotton, he tried to invent one. He worked a long

time, and finally in 1793 perfected a little machine with two cylinders, one of which was covered with teeth which pulled the cotton through a grating too fine to allow the seeds to pass through. The other cylinder was covered with a brush which removed the cotton from the teeth and dropped it into a box prepared to receive it. This little machine, called a gin, was run by turning a crank. It was so simple that the most ignorant slave could run it.

Even Whitney's first gin could do the work of several men, but with improvements several hundred pounds of cotton were cleaned in a day by a single machine. He did not know it at the time, but his invention was to add great

wealth to the world. It was also to encourage negro slavery which finally became the great political issue of the country.

Thousands of acres of land in the South were immediately given over to cotton raising. Great factories were built to make cotton goods, and many vessels were needed



A Modern Cotton Gin.

to ship cotton to England. In twenty years the amount of cotton sent from the United States to England increased from three thousand pounds to forty million pounds. It is easy to see why cotton was called "King."

Until seventy-five years ago all sewing was done by hand. Tailors traveling about the country were hired by one

family after another to stay for a time and make coats, trousers, and dresses. Very often, however, people could not afford to hire their sewing done. In many homes all the sewing for the family was done by the mother.

Far-sighted men knew that a sewing machine would be very useful, but for a long time no one was able to make



Elias Howe.

His invention is in most homes.

one that would sew. Finally, Elias Howe, a young man who worked in a Boston shop where spinning and weaving machinery was made, attempted to construct a sewing machine. He was not successful at first, but in 1846 he made a machine which worked so well that he had it patented.

It took several years to convince people that his invention was more useful than harmful.

The tailors thought

they would soon be out of work if such a machine were used. They were mistaken, however, just as people to-day often are when they under-value a new invention.

Even after his machine was patented Howe had at one time less than a dollar in his pocket. So many imitations of it were made and sold that it took many law suits to

establish his claims. Finally all manufacturers of sewing machines were forced to pay him a royalty, or a certain amount of money on each machine sold. By 1862 he was receiving as much as \$4000 a day in royalties.

This machine, like the cotton-gin, helped to build up great manufacturing plants which provide work for many people. The making of clothing has come to be one of the great industries of the present time. The sewing machine of to-day is very little like Howe's first one, but his was necessary before any of the fine machines of our homes and factories could be made.

THINGS TO THINK ABOUT

- I. Why do you think the cotton-gin was a great invention?
- II. How did the invention of the cotton-gin make cotton cloth cheaper?
- III. The number of slaves in the South rapidly increased after the invention of the cotton-gin. Why?
- IV. What are labor saving machines?
- V. Give as many uses as you can for the sewing machine.

CHAPTER XXXIII

ANDREW JACKSON AND NULLIFICATION

IN the story of Alexander Hamilton you learned that it was difficult to get all the states to agree to the Constitution proposed at the convention in Philadelphia in 1787. Even after the Constitution was adopted it was often impossible to satisfy all the states with the same laws.



Andrew Jackson.

Jackson took a strong stand for the right of the central government to rule the states.

It required at different times the work of patriotic Americans to preserve the Union. Andrew Jackson as a soldier in the War for Independence, as a general in the War of 1812, and as President of the United States, always stood for what he believed to be the best interests of his

country. He was fearless as a soldier and as a statesman. The strong stand that he took against the right of a state to disobey the laws of the United States makes him an important man in our history.

He was born in 1767 in a little log cabin near the border of South Carolina. His boyhood was like that of Daniel Boone. He went barefooted to school where he spent as much time in having fun as he did in attending to his studies. He loved to hunt and at a very early age became a skilled horseman.

He became a soldier in the War for Independence at the age of thirteen years. While fighting for his country he was captured by the British. A story of that time shows that young Andy Jackson always took a decided stand for his rights. Soon after he was taken prisoner a British officer ordered the boy to clean his boots. Young Jackson's reply was, "I am your prisoner, not your servant." This so angered the Englishman that he struck the boy with his sword, making a wound the scar of which Jackson carried to the end of his life. Afterwards he was sent to a prison camp where he nearly died of smallpox.

At the age of twenty he went west to Nashville, Tennessee, where he began the practice of law. He was so successful that he soon became a judge in the courts.

In 1812 the "Second War for Independence," as it has sometimes been called, was fought between the United States and Great Britain. This war was caused by British interference with the rights of Americans on the sea. After many American citizens had been taken from American vessels and impressed into service on British ships, President James Madison asked for a declaration of war.

There were many important engagements between the American and British forces. The Americans were more successful on the sea than on land, winning many notable victories. These victories placed our navy among the powerful navies of the world. The war closed with the battle of New Orleans. Jackson became the leading Ameri-

can general in the southwest during this war, and to him should be given the credit of winning the last battle of the war. He was in command of the American soldiers around New Orleans in 1814 when the British landed a large force there to get possession of this key to the trade of the Mississippi Valley. The British army was under the command of General Pakenham, a famous commander who had won many victories on the battlefields of Europe. His army consisted of the best soldiers that could be found. They were well trained, well clothed, and well fed. Jackson's army was made up of a lot of undisciplined backwoodsmen armed with the rifles with which they hunted game around their homes. They had no uniforms; they were short of food and other supplies. The British laughed at such an army and thought it would be an easy matter to defeat it. When the day of the battle ended, however, the Americans were the victors and not the British. General Pakenham and twenty-six hundred of his brave men fell before the terrible fire of those squirrel rifles. Only eight of the Americans were slain and thirteen wounded.

It was a glorious victory, but there was no need of the battle. The treaty of peace between England and America had been signed before January 8, 1815, the day of the battle. With the wireless telegraphy of to-day such a thing could not have happened.

From the day of his great victory at New Orleans Jackson was famous. In 1824 General Lafayette visited this country which he helped so much during the War for Independence. Among the great Americans whom he called upon was Jackson, at his home, "The Hermitage," in Tennessee. After his visit he said, "Jackson is a great man; he has much before him."

Lafayette was right. Jackson was made president in 1829

and served his country for eight years. He showed the same fearlessness as a statesman that he did as a fighter. While he was president, Congress passed a law obliging the countries outside the United States which shipped goods to this country to pay a tariff or tax on all goods sent here. This tax was imposed in order that the manufacturers of this country might be protected in making goods which could be sold at a reasonable profit. Our industries were small then and needed help. Foreign goods, because of lower wages and larger factories abroad, could have been sold at a lower price here than those manufactured in our own factories, had it not been for this tariff.

South Carolina did not like the tariff law because she had no manufacturing places. The main products of that state were cotton, tobacco, rice, and other raw material. She wanted foreign goods if she could buy them for less than those manufactured in other states. Her representatives in Congress argued that South Carolina could nullify or disregard the tariff law if she so desired, and, if necessary, withdraw from the Union. This aroused Jackson's anger. He exclaimed, "The Union; it must, it *shall* be preserved." He sent word to the people of South Carolina, warning them that if they should attempt to disobey the law made by the national Congress he would send armed forces to the state to compel obedience. The South Carolinians saw that the president meant what he said and agreed to obey the law. Thus General Jackson placed himself in the group of famous men who helped to save the Union of States. To the fearlessness of such men as Jackson we, who love that Union, owe a great debt.

From the close of his services as president in 1837 until his death at the age of seventy-eight, Jackson lived at his home in Tennessee. He was a power in the affairs of the

country. His fearlessness made him disliked by many, his bad temper often made trouble for him, but his patriotism won for him the respect of his countrymen.

THINGS TO THINK ABOUT

- I. What does the story of Andrew Jackson's early life show about his character?
- II. In what ways was he successful before he became president?
- III. What did Jackson mean by saying—"The Union shall be preserved."
- IV. Why could South Carolina not nullify the tariff law?
- V. What do you admire in Jackson's character?

CHAPTER XXXIV

PETER COOPER AND THE RAILROAD: PROGRESS OF TRANSPORTATION

WHILE Robert Fulton was seeking a way to improve the means of travel on the water, another inventor in England



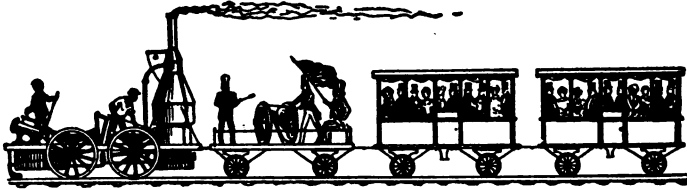
A Stage Coach.

A long journey in one of the coaches was very unpleasant.

was working out a plan by which an engine could be used to pull cars on a track laid on land. We have so many rail-ways at present that it is difficult for us to think of the time when there were none. It was in 1825 that George Stephenson operated the first railway in England. This railroad was only eight miles long. Others were soon built in England

but not many people of that time thought they would amount to much. The crowd laughed at Stephenson as the crowd laughed at Fulton. They thought eight miles an hour, the speed of the "Flying Stage-coaches," was very fast to travel, in fact "as great as should be ventured on in safety."

The first railway built in America was called a tramway. It was four miles long and was built at Quincy, Massachusetts. The rails were of wood and the coaches were drawn by horses. The granite used in making the Bunker Hill Monument was drawn over this tramway.



The First Railroad Train.

In 1830 the first railroad for steam cars in the United States was built between Baltimore, Maryland, and Ellicotts Mills, a distance of twelve miles. Before long many railroads were built in different parts of the country. But at first people here, as in England, made fun of the locomotive. Some thought it would not stay on the track; some said it would not be able to go over hills, others feared it because of the noise; and some were afraid there would be no more use for horses, and that hay and grain would be of no value. All these people soon found they were mistaken.

As the railroads were built from the East to the new lands of the Mississippi Valley, more and more settlers flocked

to that country. Cities grew up along the railroads as cities had grown by the riversides where the steamboats landed. In 1869 a railroad from the Atlantic to the Pacific coast was completed. There are several such roads now, upon any one of which a person may journey the three thousand miles and more between New York and San Francisco in less than five days, or in about the time that it took people in the days of Samuel Adams to go from Boston to New York City.

Among the men who did much to build railroads in the United States was Peter Cooper of New York City. As a boy he had seen people traveling in stage coaches. When he became a man and heard about the railroads in England, he was one of the few who understood what an improvement the railroad train

would be over the stage coach. When a company started to build what was called the Baltimore and Ohio Railroad he was very much interested. As the English locomotives were not successful in America, he built the first successful American-made locomotive. It was a strange machine, compared with the great locomotives of to-day, and was called the "Tom Thumb."



Peter Cooper's "Tom Thumb."

He invested money freely to help build railroads in various parts of the United States.

The railroad has done much to bind our country together. It is easy for any part of the country to carry on trade with any other part. People interested in business may go from place to place quickly. Pleasure trips can be made to any part of the United States. As the trains carry letters and



A Very Large and Powerful Locomotive of To-day.

papers swiftly from coast to coast, no one need give thought to distance.

THINGS TO THINK ABOUT

- I. Why do we need railroads?
- II. Why did the people of a hundred years ago think eight miles an hour was fast enough for a train to go?
- III. How did the railroads help to settle the Mississippi Valley?
- IV. What are some of the most important railroads of to-day?
- V. What are the most important uses of the railroads to-day?

CHAPTER XXXV

HENRY CLAY AND DANIEL WEBSTER AND THE GROWTH OF NATIONALITY

MANY of the men who have had most to do with the settlement of great questions in our country were born of poor parents. The boyhood of these men was so filled with hard work that they had little opportunity to go to school. They earned their way, and reached success by taking advantage of every opportunity that came to them.

Such a man was Henry Clay, born in Virginia in 1777. As he was one of a large family he was obliged to do his share of the farm work. His home was in a part of the country where there were many low swampy places, called "the slashes." As he frequently rode to the mill seated on a bag of corn thrown over the back of a horse, he was often called in later years "The Mill Boy of the Slashes."

When he was twenty-one years old Henry Clay left Virginia and settled in Lexington, Kentucky, where he



Henry Clay.

Clay's leadership led to framing many important laws bearing on the question of slavery.

practiced law very successfully. By the time he was thirty he had gained the respect of the people of Kentucky to such a degree that he was sent to the United States Senate.

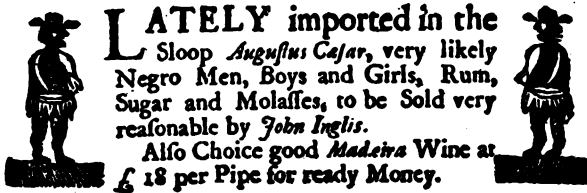
As a senator Clay was very much interested in internal improvements, especially road making. He had much to do with the making of the famous Cumberland Road which extends from Cumberland, Maryland, on the Potomac, over the mountains, and into the western country, nearly to the Mississippi.

In 1811 Clay was elected to the House of Representatives. He was made Speaker of that body on the day he took his seat. As Speaker he had much power. Great Britain had been interfering greatly with American commerce for several years, and Henry Clay did much to induce the United States to declare war in 1812. After the war was over he was one of the committee sent to the Netherlands to arrange the terms of the treaty of peace between Great Britain and the United States.

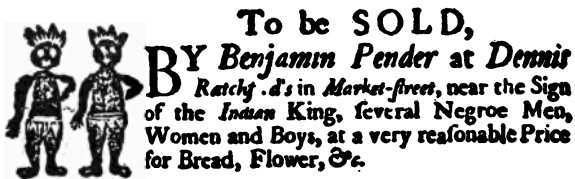
Many disputes arose between the northern and southern states over slavery during Clay's time. In the North, especially, people were coming to see that for one man to own another was wrong, and that it must not be allowed in a country which held that "all men are created equal." In the early days all the colonies had slaves, but in the North slavery was not profitable. There more attention was given every year to manufacturing. As skilled labor was needed for the machines in the factories, slaves were of little use because of their lack of education. Finally, all the northern states became "free states"; that is, they did not allow slavery within their boundaries.

In the South much farming was carried on, and cotton, rice, and tobacco were produced in great quantities. As slaves could do the work in the fields very easily, slavery

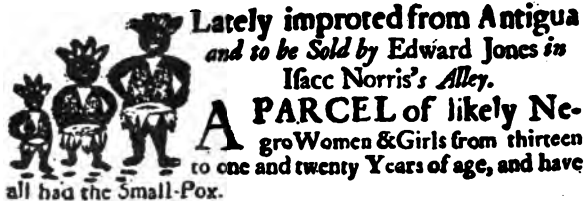
increased as farming increased. It was, therefore, harder for the southern states to abolish slavery. Many Southerners did not think that slavery was wrong. Therefore a great difference of opinion between the North and the South soon arose. The North had no slavery and did not



LATELY imported in the Sloop *Augustus Caesar*, very likely Negro Men, Boys and Girls, Rum, Sugar and Molasses, to be Sold very reasonable by *John Inglis*.
Also Choice good *Madeira Wine* at £ 18 per Pipe for ready Money.



To be SOLD,
BY *Benjamin Pender* at *Dennis Ratchy's* in *Market-street*, near the Sign of the *Indian King*, several Negroe Men, Women and Boys, at a very reasonable Price for Bread, Flower, &c.



Lately imported from Antigua and to be Sold by *Edward Jones* in *Isaac Norris's Alley*.
A PARCEL of likely Negro Women & Girls from thirteen to one and twenty Years of age, and have all had the Small-Pox.

An Advertisement of Slaves for Sale.
Such advertisements were common before 1861.

approve of it; the South had it, and for the most part approved of it.

After the second War for Independence there were eleven free states and eleven slave states. Two territories, Maine and Missouri, sought admission to the Union as states. Maine would of course be a free state because it was so

far north. The Southerners expected that Missouri would be a slave state to balance the number. Senator Tallmadge of New York, however, moved in Congress that Missouri also be free because he felt that no more slave states should be created. This alarmed the South, as Jefferson said, "like a fire bell in the night," for it would give the free states a majority, which might cause them to be unfair to the slave states, or even try to abolish slavery altogether.

Many debates were held over the matter, but neither the North nor the South would yield. Henry Clay finally suggested a compromise or agreement which admitted Maine as a free state and Missouri as a slave state. It also provided that no new states north of the southern boundary of Missouri should be slave states. This was called the Missouri Compromise and was agreed to in 1820. Maine made the twelfth free state and Missouri the twelfth slave state. The Compromise, which postponed the slavery dispute for thirty years, gave Clay the name of the "Great Peacemaker." But during these thirty years people talked a great deal about slavery, and more and more people of the North came to feel that it should be entirely destroyed.

Clay was active in public affairs for many years. He was nominated for the presidency three different times but failed of election each time. He served in many important offices, and in 1850, when another great dispute arose between the slave and free states over the admission of California, he took a leading part in the debates, using all his strength to preserve the Union between the states. The country was so much disturbed that at times it seemed that the Union would be dissolved.

Finally, another compromise was passed by Congress, and the Union was saved for the time. By this act Cali-

fornia was admitted as a free state, to please the North, but a fugitive slave law which enabled the slave owners to catch runaway slaves in the free states was also passed, to please the South.

Clay died in Washington in 1852. His love for his country and his efforts to preserve peace between the North and the South give him an honored place among Americans.

While Henry Clay was thus serving his country, another great leader, Daniel Webster by name, was just as active in making the United States a united nation. Like Clay he was a great patriot. His great services were in offices where he had much to do in making important laws of the United States. His stand against the idea of "State Sovereignty," or the right of the states to oppose the central government or disobey its laws, gave him a foremost place among our great men.

Webster was born in 1782 at Salisbury, now Franklin, New Hampshire. He was the ninth of ten children. As soon as he was old enough he walked with his brothers and sisters to the little country school two or three miles from his home. Sometimes the roads were muddy and sometimes the snow was deep, but young Webster's attendance was always good. No doubt, too, he had many good times with the other boys and girls who attended the school with him.

He was always interested in his books. He learned from his mother and the older children as well as at school. When only eight years of age he saved his pennies until he had enough to buy a cotton handkerchief upon which was printed the Constitution of the United States. As soon as he had the handkerchief, he began to learn the Constitution, and it was not long before he was able to repeat the whole of it.

Such things as this show that Daniel was an unusual boy. With his remarkable memory and rich musical voice he often delighted his friends by repeating long passages from the Bible which he had "learned by heart."

His father decided that Daniel should have a good education. At fourteen, therefore, the boy was sent to Phillipps' Academy. When he was nineteen he was graduated from Dartmouth College. After leaving college he taught and worked wherever he could get an opportunity, until he succeeded in sending his brother Ezekiel to Dartmouth.

A few years after leaving college Webster began practicing law in Boston. As a lawyer he was so successful that many wanted his services. His income was over twenty thousand dollars a year. This was before he was thirty years of age, and at a time when a dollar meant much more than it does to-day.

When he was thirty-one he was elected to Congress and when forty-five he became a United States Senator. His face was striking in form and color, his complexion very dark, and his hair and eyes coal black. His head was large and well shaped. His voice was deep and easily heard. As he grew excited in debate it was said that his voice rose into a "violence of sound like the roar of a tempest." It was only necessary to see him to know that he was a great man. Wherever he went people stopped to look at him. He was not tall, but his appearance made such an impression that he always stood out from all others. In Liverpool a longshoreman who saw him passing exclaimed, "There goes a King."

In January, 1830, Senator Robert Y. Haynes of South Carolina made a great speech in the Senate, in which he set forth his views on the rights of the states. He said that

one of his reasons for believing that the authority of the state was superior to that of the Union was the fact that the Constitution supported such a doctrine. His address was so masterly that it was feared by lovers of the Union that no one would be able to answer the arguments set forth. Daniel Webster, however, was ready the following



Daniel Webster Making His Reply to Haynes.

Webster's place in history is based upon his efforts to make a strong, united nation.

morning to answer him. He had been studying the Constitution since he was eight years old and knew every part of it. No greater speech than that which he delivered that day has ever been heard in this country. For four hours he held the attention of the Senators and the great crowd that filled the galleries. When he had finished, all of Haynes' arguments had been answered. There was no longer any doubt in men's minds as to the right of the

central government to control the states. Webster had put forward the arguments that have been used ever since, and that everybody now accepts, that the United States is a nation and not merely a collection of independent states. His thrilling words, "Liberty and Union, now and forever, one and inseparable," went ringing through the land like a new declaration of independence.

Webster was often spoken of for the presidency but he never was selected for that great office, for the stand that he took on the Compromise of 1850 helped to keep him from the nomination two years later. He believed that the compromise proposed by Clay would help to keep peace in the country which he loved so much. He hated slavery, but he stood with Clay in urging the Fugitive Slave Law which was so distasteful to the northern people. When the bill was passed many of his friends deserted him, thinking he had been false to the North. The Fugitive Slave Law only postponed for ten years the "inevitable conflict" between the free states and the slave states. But we cannot doubt now that Webster did what he thought was best for North as well as South. His every thought was for his country. He wanted a "United States" and was willing to allow the slave states certain privileges rather than have the country divided.

Webster died in 1852. His countrymen mourned the departed leader very keenly. It seemed that every home had lost a close friend. As someone said, "Daniel Webster, the world without you will be lonesome." To his untiring patriotism we owe much. Our "Union, one and inseparable" is so certain now that we do not question it, but Webster helped to bring us this security.

THINGS TO THINK ABOUT

- I. Henry Clay became a United States senator at thirty. What does this show about him?
- II. Why was the Missouri Compromise passed?
- III. What good did the Missouri Compromise do?
- IV. Why was Clay called a peace maker?
- V. Webster did not believe in States rights. What does that mean?
- VI. Why was his speech of 1830 so famous?
- VII. Webster loved his country. How can you prove this?

CHAPTER XXXVI

ABRAHAM LINCOLN: THE GREAT EMANCIPATOR

FOR many years following the War for Independence many important questions arose about the rights of the different states of the American Union. At different times, as you have learned, some of the states felt they were superior to the government at Washington. You will remember that when Jackson was president it became necessary to threaten force to compel South Carolina to obey the national laws. In order to have a "United" States, all states must obey the laws made at the capital of the country by men representing the whole people.

The one question that caused more trouble than any other between the different states was slavery. For awhile men like Henry Clay and Daniel Webster kept peace between the slave states and the free states. Through their efforts and influence laws were passed, like the Missouri Compromise and the Compromise of 1850, which did this. As the people moved westward, however, new states were established and disputes arose about slavery in those new states. There came to be two groups of people with decided views on the question. One group, largely found in the northern states, thought slavery should not be permitted in any new state. The other group, found in the southern states, believed that the people of a new state should decide whether or not to have slavery in the state. The time came when the leaders in the southern states thought the United States should be divided. Some southern states withdrew from



Abraham Lincoln.

the Union and established a government of their own. This action caused the Civil War.

The great leader of our country who sought to preserve the Union was Abraham Lincoln. As president, he led his country through the great Civil War which resulted in freedom for the slaves and in a "United States" in which all states obey the Constitution and the laws made by the central government as the supreme law. For the great wisdom shown in his public service, for his success in saving the Union of the states, and for the freedom of the slaves, Lincoln ranks with Washington as one of our country's greatest heroes.

Abraham Lincoln was born in Kentucky, February 12, 1809. His birthplace was a rough log cabin such as was described in the story of Daniel Boone. His father, Thomas Lincoln, was a poor, shiftless farmer. His mother, a young woman of fine character, did the best she could with the few things provided for her by her husband.

The first schooling that Abe received was at his mother's knee. When she could get time she taught him to read. Even though the boy's home was poor and his father was a man who cared so little for work that he hardly provided food for his family, he had a mother who loved him, cared for him at all times, and gave him the right start.

When he was seven years old Lincoln's family moved to Indiana, about fifteen miles north of the Ohio River. If you were to move to another state you would find a comfortable home to live in. The Lincoln family went to an unsettled country. There were no homes except the few built by the various settlers. There was no lumber with which to make a house. Young Abe helped his father cut trees and build a "camp." This was nothing but a shed enclosed on three sides and covered with poles, brush, and

leaves. Such a building furnished shelter but that was all. All food was cooked on an open fire in front of the building. Their scanty furniture, such as tables, chairs, and beds, was made by hand from logs cut in the nearby woods. Young Lincoln's food consisted of potatoes, the principal vegetable, bread made of corn meal, and such game as he or his father might kill. He had no cakes, no sweetmeats, and, if he had white bread, it was only for Sunday dinner.

For many years the boy Lincoln had no clothing except that made from the skins of animals. For a change you might like to dress in deerskin coat and breeches with a coon skin cap. It would not be pleasant to be obliged to wear such clothes all the time. It is told that Lincoln's deerskin trousers shrank so much when they became wet that they were very tight and several inches too short for his long legs.

The life in the cold and snow of the first winter must have been hard for young Abe. His only companion during much of the time was his mother. It is difficult to realize how he suffered when this mother, who meant so much to him, was taken away by death the year after they came to Indiana. Her parting words to him were, "I know that you will always be good and kind. Try to live as I have taught you, and love your Heavenly Father." Her teaching helped a great deal in making Abraham Lincoln the man whom so many love. After he became famous he said, "All that I am or ever hope to be I owe to my mother."

His father married again the year following the death of Abe's mother. The stepmother was a thrifty, kind-hearted woman. She had the cabin rebuilt with a good floor, windows, and a fire-place so that the cooking could be done inside.

Lincoln spent a year at school, but the school was a poor

one. The master was ignorant, the building was unfit, and books were scarce. He learned far more from his mother and by himself than he did in school. He had few books but he read them so much that he knew them well. The books that he read most were the *Bible*, *Aesop's Fables*, *Pilgrim's Progress*, *Robinson Crusoe*, and *Weems' Life of Washington*.

He read, as his stepmother said, everything he could lay his hands on. He not only read but he studied what he read. At night, when his work was done, he sat down by the fireplace and read, or sometimes, stretched full length on the floor, he wrote or did arithmetic problems on a wooden fire shovel with pieces of charcoal for a pencil. When the shovel was covered he whittled it clean and started in anew.

Once he borrowed a copy of the *Life of Washington* from a friend. He took it to the attic where he slept, read until he was tired, and then thrust the book between two logs in the roof. In the morning the book was soaked and spoiled by rain. He took it to his friend and offered to pay for it in work. As his offer was accepted, he worked hard for three days. When the book was his he took it home in triumph and prized it all the more for what it had cost him. His life was influenced greatly by what he learned about the life of the "Father of his Country."

Lincoln became a strong, rugged man. As he could do a man's work when he was seventeen, from time to time his father hired him out to the neighbors for six dollars a month, or about thirty cents a day.

When Lincoln was in his twentieth year his father decided to move again, this time to Illinois. They had hard work making their way through the rough country and over

swollen streams. Young Lincoln drove an ox team. He was obliged to hunt game sometimes for food. He also served as cook and was, in fact, a general helper.

When they arrived in Illinois Abraham helped clear the land and also helped split several hundred walnut rails for fences. It is said that about this time he bargained for his first suit of cloth trousers. He agreed to split four hundred rails for each yard of brown jean to be woven by a neighbor woman. He was so tall that it took three and a half yards of cloth for the trousers.

He made several trips to New Orleans on a flatboat. These journeys were full of interest to the young man who had never been far from his farm home. At one time he spent two or three weeks in New Orleans, and while there saw slaves sold at a public auction. To see men, women, and girls placed on a block and sold like cattle to the highest bidder filled him with indignation. He little thought then that he would be the one to stop the traffic which he hated so much.

When he was twenty-one years of age and his own master, Lincoln became a clerk in a store in New Salem, Illinois. His fair dealings with customers gained him the title of "Honest Abe." One day he overcharged a woman six cents by mistake. When he discovered the error he walked six miles to return the money.

For a time he had a store of his own in New Salem but it was not a success. He served as postmaster after he left the store. There was so little mail that he carried it in his hat until he saw the persons who were to get it. During his spare time he studied grammar and law and did some surveying. When the Indians under the chief, "Black Hawk," declared war on the settlers, Lincoln was sent as

captain with a company of men to fight the Indians, but he never had an opportunity. He reported later that the only battles he fought were with the mosquitoes.

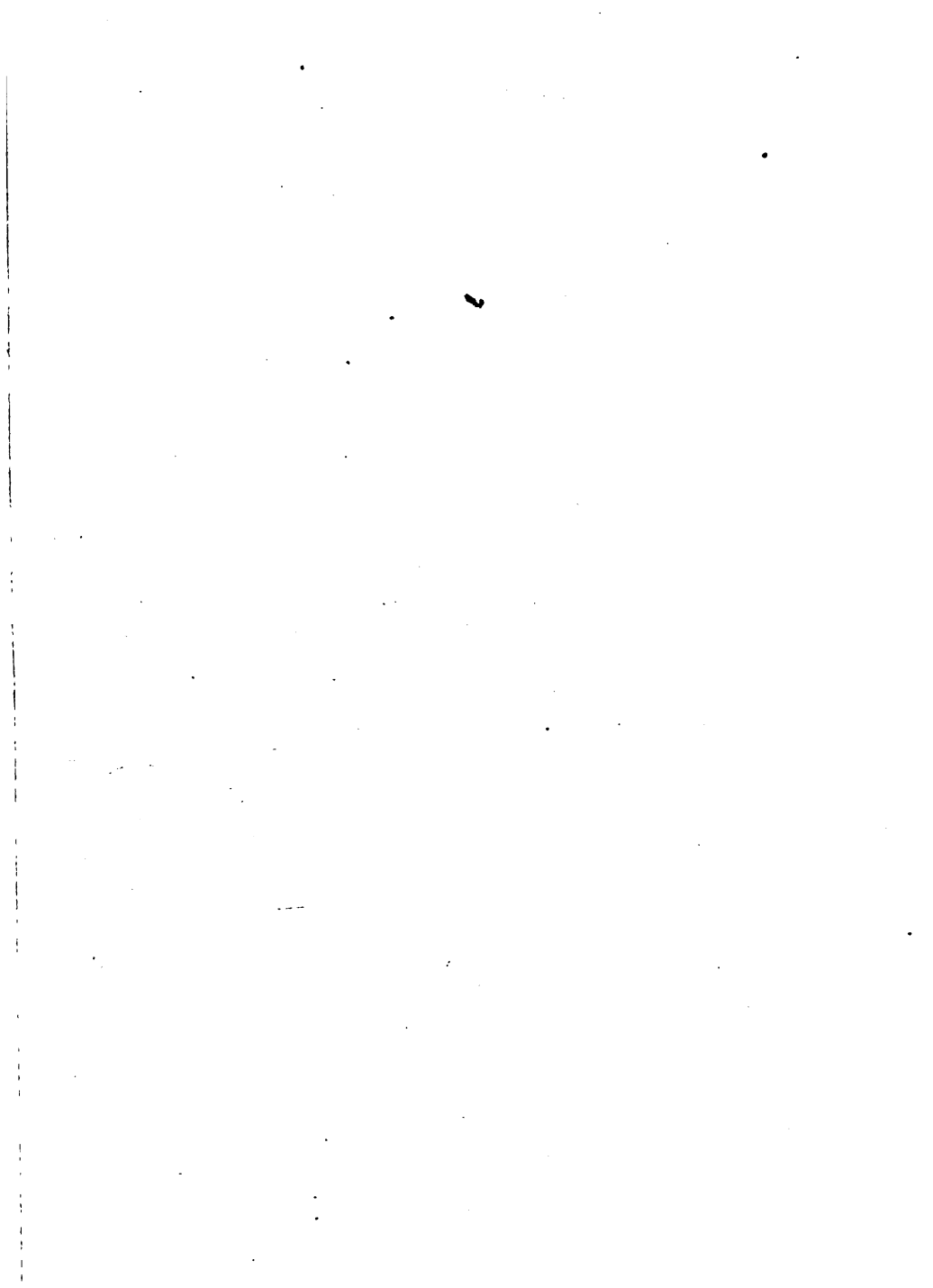
In 1834, when he was twenty-five years of age, he was elected to the state legislature. In order to reach the state capital he walked many miles.

Two years later Lincoln became a lawyer. He had been studying law for four years during his spare time. In 1837 he began to practice law in Springfield, the capital of Illinois. While practicing law he rode from town to town, following the judges who went from county to county to try cases. This was called "riding the circuit."

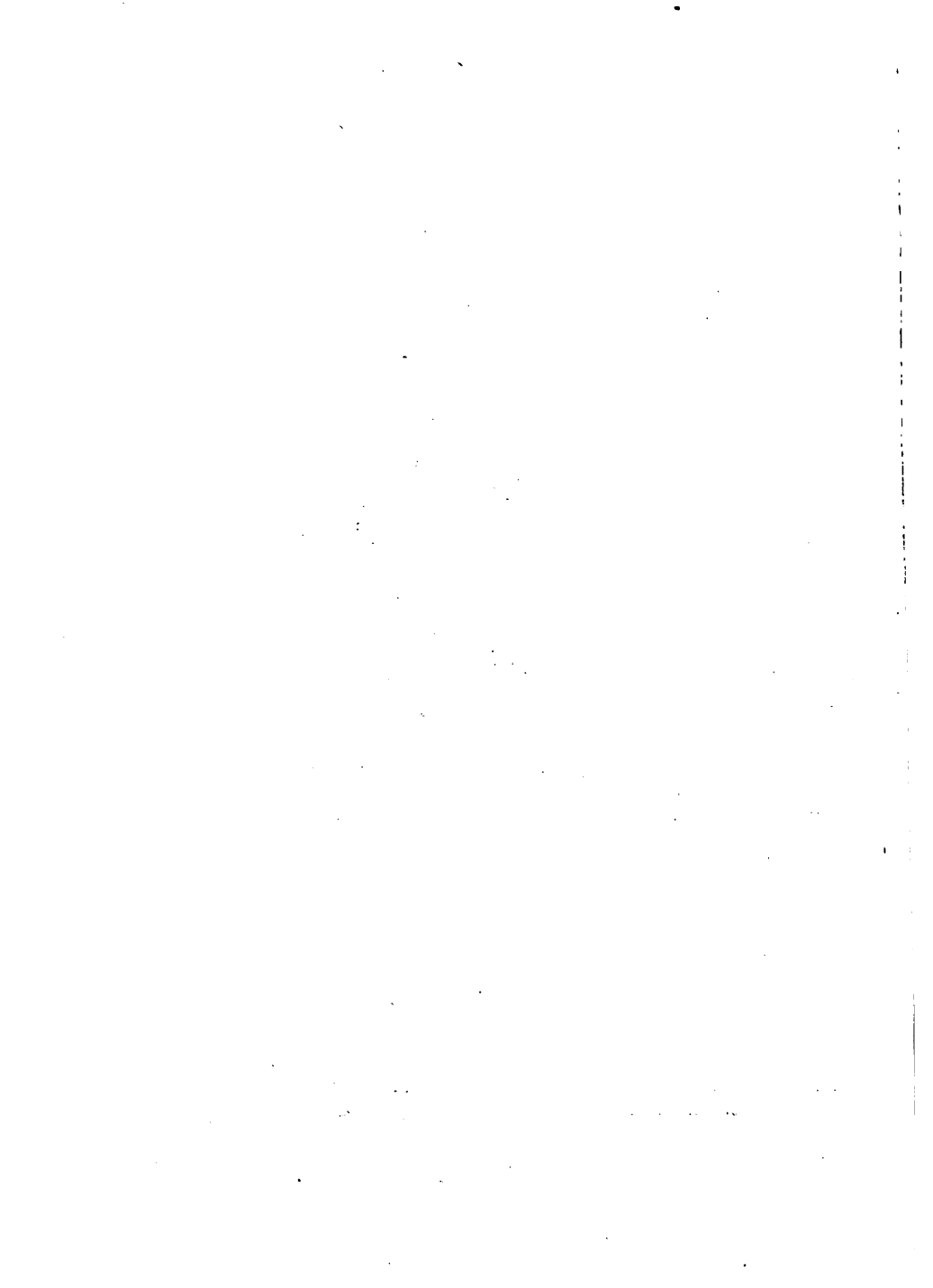
Lincoln was looked upon as a kind, good-hearted, honest man, always ready to help the poor, or anyone he thought was in trouble. While riding with other men one day he was missed. When they turned back for him they saw him putting two small birds back into the nest from which they had been blown by the wind.

Lincoln spent one term in Congress, where he heard many discussions on the question of slavery. After returning to Illinois from Congress he made several fine speeches. He was so well thought of by 1858 that he was nominated for the United States Senate against Stephen A. Douglas, a noted speaker called the "Little Giant" because of his small size and his great ability as a speaker.

Lincoln and Douglas had several debates over the slave question. People came for miles to hear them talk about this important question of the day. Lincoln made some remarkable speeches, but Douglas was elected. There was something better in store for Lincoln, however, for, in 1860, because of his stand on the slave question and the many strong speeches he had made about that subject, he was nominated and elected President of the United States.







Even after this many people doubted Abraham Lincoln's ability to settle the many troublesome questions of the day. They thought of him as the "rail splitter" of Illinois. Some of them spoke of him as "Honest Old Abe Lincoln." They were yet to learn how great a man had been chosen to lead the nation through the four years of terrible war that began in April, 1861.

Soon after Lincoln was elected president, seven of the southern states withdrew, or seceded, from the Union and set up a government of their own. This was done before Lincoln took the oath of office as president on March 4, 1861. The people of these states put the question of slavery above that of union. In Lincoln's mind the Union was far more important than anything else. He didn't like slavery but he had other plans to settle it than by breaking up the Union.

Soon after he became president the war was begun by the firing on Fort Sumter in Charleston harbor, South Carolina. The fort was taken and a Civil War begun which continued for four years and cost thousands of lives and many millions of dollars.

The slaves in the South were not allowed to fight, but they were obliged to do many kinds of work that helped the southern cause. They helped to do the farm work on the plantations and did a good deal of work in building forts, so that more of the white men were free to fight. For two years Lincoln declared he had no right to free the slaves. But when he saw how they were helping in the war against the government by doing so much work that white men would otherwise be obliged to do, he declared that it was a military necessity to free them.

In September of 1862 word was sent to the southern leaders that unless they stopped fighting by New Year's

Day, 1863, all slaves in the states separated from the Union would be declared free. As the fighting did not stop, President Lincoln issued the Emancipation Proclamation on January first. This proclamation emancipated, or set free, four million slaves in the South. Years before, in New Orleans, Lincoln had said about slavery, "If I ever get a



A Famous Statue of Lincoln in Newark, N. J.

chance to strike that thing, I will strike it hard." He made his word good, and became known as the "Great Emancipator." This was a second great event in the advance of freedom in the United States.

The South would not yield until all the places along the Mississippi River had been taken from them. This was gradually done. William T. Sherman, a northern general, marched across Georgia to the sea, cutting the Confederacy

into two parts. Ulysses S. Grant defeated the great southern leader Robert E. Lee who had bravely defended Richmond for many months. General Lee surrendered at Appomattox Court House, April 9, 1865. This closed the war.

The joy of the nation over the victory which gave us a united country was, in less than a week, turned to sorrow by the death of the great leader. While attending a theatre in Washington on the evening of April 14, 1865, Lincoln was shot by a half-crazed actor.

The news of Lincoln's death was a sad blow to the whole world. The people of Europe joined his countrymen in mourning for the great man whose courage and wisdom had made him the "Saviour of His Country."

THINGS TO THINK ABOUT

- I. What is meant by "United States"?
- II. Why did some of the States wish to destroy the Union?
- III. Would you like to have lived in a home like Abraham Lincoln's first home? Why?
- IV. What were some of the things to be thought well of in the life of Abraham Lincoln as a boy and as a young man?
- V. What does the story of the small birds teach us about Lincoln?
- VI. Why was Lincoln selected as President?
- VII. The "Emancipation of the Slaves" helped to make Lincoln famous. Why do you think this was so?
- VIII. Do you think you would have liked Lincoln if you had been living in his time?
- IX. Why was Lincoln called the "Saviour of His Country"?

CHAPTER XXXVII

ULYSSES S. GRANT, THE VICTORIOUS GENERAL OF THE CIVIL WAR

It took four years of hard fighting to end the Civil War. Many thousand brave men from the North and the South gave up their lives in the attempt to settle the question of the Union of the states. Among the great leaders on the field of battle, General Ulysses S. Grant takes first place. His courage and wisdom brought victory to the forces of the North.

General Grant was born in Ohio in 1822. His birthplace was a country village; his father was a farmer and leather manufacturer; his early life was that of the average country boy. He worked in the field helping to plant and to care for the crops in the summer. In the winter he helped cut wood and attended the school near his home, when it was in session. Not all of his hours were filled with hard work. Country boys of his day had good times fishing and hunting. Young Grant liked horses and became a skilled rider when very young.

At the age of seventeen he was sent by his father to West Point. He was graduated at the age of twenty-one, ranking twenty-first in a class of thirty-nine.

A short time after his graduation the United States had trouble with Mexico over the boundary between Texas and Mexico. War was declared. Grant served through the conflict, which lasted about a year and a half, and came out of the war with the rank of captain.

After peace was declared between Mexico and the United States, Grant resigned from the army to take up farming. But he was not very successful. As he could not make enough to take care of his family, he gave up the farm and tried the real estate business. There, too, he met with poor success, and he finally took a position as clerk in his father's leather store at Galena, Illinois.

At the time the Civil War opened, Grant, who was thirty-nine years old, was known only to his near neighbors and a few friends he had made in the army. When the war closed, however, he was known and admired throughout the world.

Soon after his appointment in the Northern army he captured two important forts—Fort Donelson and Fort Henry. At Corinth, Mississippi, he at first met with defeat, but the next day changed defeat to victory. By the close of 1862 the only important places on the Mississippi River still in the hands of the South were Port Hudson and Vicksburg. On



Ulysses S. Grant—Victorious Leader of the Northern Armies.

July 4, 1863, after a long siege, Grant took Vicksburg, and Port Hudson fell four days afterwards. Thus the Mississippi was opened to northern traffic.

The great battle of Gettysburg in Pennsylvania, which resulted in the defeat of General Robert E. Lee, the Southern leader, by General Meade, took place July 1, 2, and 3. The Southern army then retreated to Virginia.

A man who could defeat the army under General Lee around Richmond was now needed. Who could be expected to do this after many able generals had failed during three years of fighting? Abraham Lincoln chose General Grant, who had proved himself in the struggle along the Mississippi, general-in-chief of all the Northern armies. In May, 1864, the final campaign of the war was opened.

Grant believed in sticking to a task after he had once started it. He sent Lincoln the following message, "I propose to fight it out on this line if it takes all summer," and he kept his word. Such perseverance and great ability as a soldier led the country to trust him and afterwards honor him by electing him President.

General Philip Sheridan, commander of cavalry, was appointed by Grant to do as much harm as possible to Lee's army. His success in the Shenandoah Valley and other places, where he captured supplies and destroyed railroads and other property, helped very much to bring about the final victory.

General Sherman's army in the South also did great damage to the Southern cause. He marched across Georgia with an army that stretched across the country to the width of sixty miles. He destroyed property that might be useful to the South in carrying on the war. He took Atlanta and, on December 22, he captured Savannah. His message to President Lincoln was, "I

beg to present you as a Christmas gift the city of Savannah.”

There was severe fighting between Grant's and Lee's armies until the spring of 1865. General Grant took Richmond on April 2, and a few days afterwards met



Robert E. Lee, Leader of the Southern Armies during the War, 1861-1865.

General Lee at Appomattox Court House to arrange terms of surrender.

The meeting between the two generals was remarkable. General Lee was a tall, noble-looking man. He was loved by his men for his manly character, and admired by his enemies for his ability as an officer. General Grant allowed Lee and his officers to retain their swords. He gave the

men their horses with which to do their "spring plowing." His men divided their food with the fallen foe. No salute was fired by the victors, nor were the Southern soldiers obliged to stack their arms before their conquerors, as was the custom of war. General Grant was great as victor as

well as leader of an army in battle.



Grant's Tomb, Riverside Drive, New York City.

After the war General Grant served two terms as president. During this time he worked to reconstruct the Union. He said when he was nominated for the presidency, "Let us have peace," and this was the keynote of his eight years of office. Before the end of his administration all the Southern states had returned to the Union and had representatives in Congress at Washington.

After his second term closed Grant made a journey around the world, honored by the rulers of many nations, and greeted by the people as a hero. Upon his return to the United States he went into business but, through a faithless friend, lost all his property. An old man with many debts, he proved himself still a good fighter. He went about the task of writing his "Memoirs," the sale of which paid his debts and supported his family. In these two large

volumes you may learn all about the great part that he took in the Civil War.

On July 23, 1885, at Mount McGregor, New York, General Grant breathed his last. His countrymen have honored him in many ways, the greatest memorial being his tomb on Riverside Drive, New York City. A picture of this monument is shown on page 220. If you were to visit it you would find written over the entrance, "Let Us Have Peace."

THINGS TO THINK ABOUT

- I. What training did Grant have before the Civil War that was useful to him in that war?
- II. Why do you think he was a good commander?
- III. What was meant by reconstructing the Union?
- IV. Why do you think this famous saying, "Let us have peace," is spoken of in history?
- V. Tell one way in which General Grant has been honored by his countrymen?

PERIOD OF MATERIAL AND MORAL PROGRESS
AND THE EXPANSION OF THE NATION INTO
A WORLD POWER, 1865—THE PRESENT TIME

CHAPTER XXXVIII

THE HISTORY OF OUR TIMES

NEARLY sixty years have passed since the Civil War and many changes have taken place that have helped to make the United States a great nation. The nation that had its birth in the War for Independence has come to be a world power. You are now to learn of a few of the leaders and of some of the changes that helped to give the nation its place among the great nations of the world.

Great progress has been made in manufacturing and farming because of the many useful inventions that make it possible to turn raw materials into finished products, and to cultivate the soil, producing great crops of grain and vegetables.

More wonderful than other inventions, however, are those by which man has been enabled to ride from place to place through the air, indeed, to travel from America to Europe in a few hours. The new aids in sending messages have brought distant places very close together. Make comparisons between the present and the past, as was suggested to you in the first chapter of the book. Picture the toiling ox-team drawing the heavy wagon over muddy roads in Boone's time and the great railway trains of to-day. Other

comparisons are suggested in the stories. Some pictures are given which suggest such comparisons. Attempt to find other pictures that do the same thing.

The nation has acquired much territory since the Civil War, either by treaty or by purchase. Advanced histories will tell you more about the reasons for acquiring these lands. Use the maps to locate the various acquisitions and learn what you can about them from your geographies.

The stories are told of some of the famous Americans who helped to make our country great. As in the case of the leaders of earlier times, these men and women served their country by doing that which would bring happiness and prosperity to the great mass of people.

Edison's inventions have helped us to replace many of the old methods of living and working with better ways of doing the daily tasks that are found in all homes and factories and on farms.

Under the leadership of Frances E. Willard and other women, an important work has been done in securing a constitutional amendment doing away with the manufacture and sale of intoxicating liquors. Clara Barton and other famous women have furnished examples of unselfish service, not only for the people of this country but for the world. Explain what "unselfish service" means. Through the untiring efforts of Anna Howard Shaw and other freedom-loving women and men, the right to vote was secured for all women citizens over twenty-one years of age. Thus we see that women have come to take an important part in inspiring and in directing the affairs of the nation.

Theodore Roosevelt, a many-sided American, left to the world a record of so many good deeds, well done, that the nation looks upon him as one of its truly great. As you study about Roosevelt, however, bear in mind the great

achievements of other leaders, from the time of Columbus to the present, that made ready a great nation to which Roosevelt might appeal for right action.

You have read stories about patriotism. After completing the story about Roosevelt look up in your dictionary the work "Americanism" and attempt to use his life to explain this term.

If you have studied your history with care you have seen how the work of any leader depends upon the preparations made by those who have gone before him. All of them should receive credit for the making of the nation.

The last chapter gives some information about Woodrow Wilson and the World War and suggests the principal things of to-day that may be written into the chapters of our history of the future. This great war was a war for freedom just as much as the Civil War. It saved liberty from destruction in the great free countries of Europe and gave freedom to other countries which did not possess it.

The part that our country played in the World War shows how a liberty-loving people look upon those who would enslave others. Explain this and then review some of the most important facts about liberty in the various stories of this book.

CHAPTER XXXIX

McCORMICK AND HOE AND THEIR IMPROVEMENTS IN MACHINERY

AMONG the many machines used by the farmer the grain harvester, or binder, as it is sometimes called, is perhaps the most important because the production of wheat, oats, corn and other grains has first place on the farm.

In early times grain, such as wheat and oats, was cut with the scythe. Men first used small hand rakes to gather it into bundles and then put a straw band around the bundles. This took a great deal of time and was very hard work. No doubt many of the men who were obliged to do such work hoped for an easier way to harvest grain.

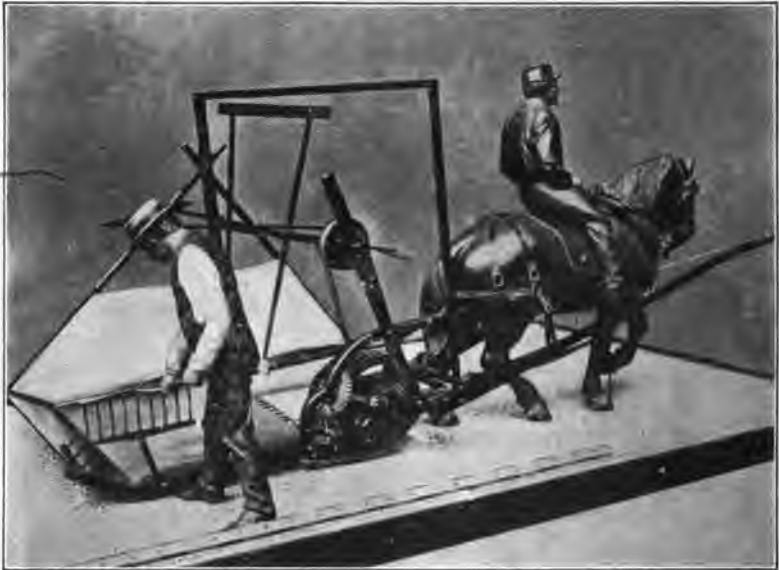
The invention of a machine that would cut wheat and form it into bundles with a cord tied tightly around each bundle meant a great deal to the whole world. The man who made this great invention did an important work for his country.



Cyrus McCormick.

His invention helped to develop the West into farms.

This inventor, an American, was a young man named Cyrus McCormick who spent several years working on his plans. In 1835 he succeeded in making a machine that would do the labor of six men in a wheat field. The machine cut the wheat and made bundles of the grain.



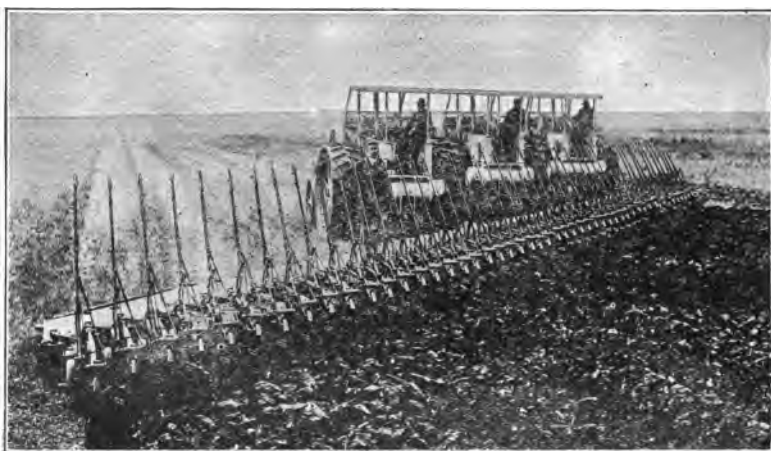
A Model of the First Reaper.

At first he manufactured his reapers in Virginia but the West was the "wheat field" of the United States. Rather than pay freight charges to send his machines to the western farms, he moved to Cincinnati and from there to Chicago. The great harvester manufacturing plant in that city now covers many acres of land and turns out several hundred machines a day.

One of the greatest industries of our country is agricul-

ture. People need food and, as the number of people increases, the quantity of food must increase. To secure this increase in quantity, either more people must give their time to farming or better methods of farming must be used.

As farming is only one industry among many others of the country, the increase in population will be called to occupations of the sea, to factories, and to stores as well



A Modern Plow.
Used on the great farms in the West.

as to the country. It is necessary, then, to raise greater crops by improved methods of producing them.

The harvester has been improved from time to time. The great machines shown on these pages are now used for harvesting on the large farms of some of our western states. With these machines the grain is cut and threshed and placed in sacks ready for delivery to the mills where flour is manufactured. Such machines made it possible for the

United States to produce the large amount of food needed during the last great war. Our country supplied not only our own needs but vast quantities of food to be sent to our friends in Europe.



A Modern Harvesting Machine.

The farm to-day is far more attractive than in colonial times. The colonial farmer had an ox team and a few simple tools to cultivate his fields. His life was lonesome because he had very few neighbors. He did not have many, if any, books, and he seldom saw a newspaper. He might have a Poor Richard's Almanac, or some other almanac, which cost a few cents. He could read in his

almanac some of the important dates of the year and the time tables of the stage coaches between the important cities.

To-day, if you should visit an up-to-date farm, you would find the farmer's home equipped with a telephone; he gets his mail every day through the rural mail delivery; he has an automobile instead of horses; he may have a tractor to pull his plows and harvesters. He uses a machine to milk the cows, and in many cases the farmer has his own ice house with a supply of ice to cool the milk as well as to keep food fresh for his table. The great farms of the West were made possible through McCormick's invention. As soon as it was possible for a few men to harvest several acres of grain in two or three days, it became very profitable to develop the land of the western prairies. From the time of McCormick's invention there was a steady westward movement of the population of the United States.

As crude as the scythe is compared with the up-to-date harvester so is the printing press of Franklin's time in comparison with the great modern printing presses. Franklin could print a few papers on one side in an hour. His machine was constructed mostly of wood and was operated by hand. The type was set and held in place by wooden wedges. The form was inked by hand, a sheet of paper was spread over it, and then a flat wooden plate or platen was screwed down on the paper to press it against the type to make "an impression." For each impression it was necessary to screw the platen down on the paper. This took a long time and was tiresome work.

The modern press was invented in 1847 by Richard M. Hoe of New York. It has been improved so much that the great machines of to-day, consisting of over 50,000 pieces of metal, can print newspapers and fold them

ready for delivery at the rate of 300,000 eight-page papers an hour. The great rolls of paper used, and the rollers upon which the type is placed in the form of circular castings, are shown in the picture of the modern printing press. In this press the paper passes between the rollers and is



A Great Newspaper Press.

printed on both sides at the rate of 120 miles an hour. Think of this as compared with the slow process that Franklin was obliged to follow.

The newspaper now printed on such labor-saving machines is much cheaper than the paper of former years. Everyone may have the news of the day. It is possible for the man

in the city to inform himself about what is going on in the world while riding to his office. The farmer may have a daily paper left at his door a few hours after it is printed. There is no greater agency in the country for making good Americans than the loyal American newspapers, of which there are many. Those which intentionally spread un-American ideas should be avoided.

THINGS TO THINK ABOUT

- I. What do you mean by industries?
- II. Why are machines necessary in industries?
- III. Why is it necessary to have machines on farms?
- IV. Which farm machine is the most important according to this chapter? Why?
- V. Improved machinery makes big farms possible. Explain.
- VI. What are the two most important uses of the newspaper?
- VII. Why is it necessary to print so many newspapers an hour?
- VIII. What is meant by a loyal American newspaper?
- IX. Do you read the newspaper? Why?

CHAPTER XL

MORSE AND THE TELEGRAPH: THE TELEPHONE

In early days it was not easy to send messages either a short or a long distance. The Indians used signal fires to send messages from tribe to tribe. Our early pioneers in the West received word from their friends only when travelers from the East arrived in a village. Few business messages were sent because it took too long.

In 1832 Samuel F. B. Morse, an artist by profession, but a scientist by education, became interested in sending messages by means of electricity. He had been educated in Yale University and had received instruction from the best scientists of the time, but his interest in art had led him, after this education, to visit Europe, where he spent four years studying art.

The same year Morse was made a professor in New York University. He conceived his great idea, fitted up a laboratory in a room in the university, and there spent years laboring on his invention. He gave up everything in order to work on the electric telegraph. At times he was so poor that he could hardly provide himself and family with food. He was obliged to make his own working models, persevering in his work against the greatest discouragements. Finally the rude electric telegraph in his university room actually worked, and in 1837 he succeeded in interesting Alfred Vail, a student at the university, in his experiment. As Vail's father had a foundry he persuaded his father to furnish some necessary supplies for Morse's proposed telegraph line.

In 1837 the instrument was patented and a short line built to try out the new invention. The result was satisfactory, but it was necessary to interest the United States government before a long line could be built, as a large sum of money would be needed. No one wanted to risk much on a new scheme like the telegraph. Finally, in 1843, the amount of \$30,000 was appropriated by Congress to build a telegraph line from Washington to Baltimore.

The first telegraph message was sent on May 24, 1844. It was a question, "What hath God wrought?" The doubters who had called Mr. Morse "crazy-brained" and ready for the lunatic asylum when he was patiently working to perfect his invention were at last ready to believe that his great idea was, after all, a practical one. It seems strange that the inventors of the really great things have always had to suffer from the ridicule of the people.

The telegraph was a success from the first. It has had tremendous influence since the Civil War in the progress of the nation. The different parts of the country are brought very close together. Business messages are now sent from coast to coast in a fraction of a minute.

In 1866, after several attempts and failures, Cyrus W. Field succeeded in laying a cable across the Atlantic Ocean, thus making it possible to send telegraph messages to Europe. To-day the world is covered with a network of cables and telegraph lines.

Morse's invention has had many improvements, until to-day it is possible, by an invention of Marconi, an Italian genius, to send messages great distances by means of wireless telegraph instruments. Wireless telegraphy has made it possible for ships on the sea to send messages wherever they desire. During both peace and war this has been the

means of saving hundreds of lives. Who can measure what Morse and his followers have done for mankind?

After it became known that messages could be sent over an electric wire, men began to search for a plan by which the human voice might also be sent over a wire.



Alexander Graham Bell, Sending the First Telephone Message from New York to Chicago.

In 1876, at the Centennial Exhibition, Alexander Graham Bell exhibited his newly invented telephone. This useful invention makes it possible to talk with a friend, even across the continent. The telephone has become so popular that to-day there are over a million miles of telephone wires

in the United States. People in the country as well as in the city are now able to send messages everywhere by telephone.

Wireless telephone instruments have been used during the last few years, especially on ships. It will probably not be long before we can talk to people at any distance, without the necessity of having our cities and countryside covered with telephone poles and wires by which to send the message.

THINGS TO THINK ABOUT

- I. Why was it difficult to send messages in early days?
- II. Give some reasons for sending messages from place to place.
- III. Why do you think it took Mr. Morse so long to perfect the telegraph?
- IV. Find out what you can about the ocean cables.
- V. How is the wireless an improvement on Mr. Morse's telegraph?
- VI. Give as many uses of the telephone as you can.

CHAPTER XLI

THOMAS A. EDISON, THE GREAT INVENTOR

THOMAS A. EDISON, who is still active in the work of thinking out new things, has made more valuable inventions than any other man in history.

Edison was born in Milan, Ohio, February 18, 1847. His parents moved to Port Huron, Michigan, when the lad was seven years old. He went to school when he could until the age of twelve, but it is said that he learned as much at home where his mother, who had been a teacher, could answer all his questions.

When he was twelve young Edison went to work as train-boy on the Grand Trunk Railroad between Port Huron and Detroit. The account of his life on the road is interesting. He learned to make the most of important news in selling papers. Once, when he saw that the "Detroit Free Press," which he sold, contained an account of a great battle, he telegraphed the news to all stations on the line and then bought a thousand copies of the paper for his trip. As he found anxious crowds awaiting his papers at each station, by the time he reached Port Huron he had sold every paper at prices high enough to give him a good profit. He later printed a newspaper on the train. This newspaper attracted a good deal of attention, as it was often spoken of as the only newspaper printed on a train.

He also became interested in experimenting with chemicals, setting up a little laboratory on the train. All went well with the youthful chemist until he tipped over a bottle

of acid and set the car on fire. This accident so angered the conductor that he not only threw all of the boy's apparatus out of the car but threw the boy with it.

While waiting for his train one day in Mt. Clemens he saw the station agent's small child playing on the track in front of an approaching freight train. At the risk of his own life he caught the child just in time to save it. The station agent was a poor man, but he wanted to repay Edison for his brave act. He could give him no financial reward, but he offered to teach him telegraphy. This pleased Edison as much as anything that could have been done for him. With these night lessons in telegraphy began Edison's interest in electricity which has resulted in many valuable inventions.

He was soon an expert telegrapher. He did not keep a position long, however, because his desire to be trying something new always led to trouble with his employers. They did not feel as he did about making improvements on the telegraph instruments in use at that time.

At the age of twenty-one he went to Boston. While working as a telegrapher in that city he spent all his spare time in study in the Boston Public Library. He made experiments and became well known as a student of electricity.

His next move was to New York. Not long after his arrival there he was employed to look after the electrical machines in a large establishment. His salary was three hundred dollars a month. He now had money to buy material for experiments. While at work he observed the machines, and in his leisure hours he made many new machines to take the place of those in use. One of his inventions was so successful that he received the sum of forty thousand dollars for it. The Western Union Tele-



Thomas A. Edison.

graph Company and another telegraph company agreed to pay him a large salary if he would give them the first chance on whatever inventions he might make. The young train-boy had finally reached a place where he could have a large laboratory with no fear of losing it.

His first laboratory was built at Newark, New Jersey. He employed a great many men to help him with the inventions. Here, as in his early experiments, he worked at all hours. When something was started and was going well, all hands were expected to work until it was finished. No one could complain, because Edison, the "boss," worked as many or more hours than anyone else. At one time he and a few of his assistants worked sixty hours before a piece of work was "straightened out," as he termed it.

So many inventions were made at the laboratory in Newark that Edison became known as "the young man who keeps the path to the patent office hot with his footsteps." At one time he had forty-five inventions under way which, when completed, brought him over four hundred thousand dollars.

Edison does not measure his success by the number of dollars he received. He has always been anxious to make new things that will help mankind. To be busy seems to be more satisfactory to him than to be rich. Much of his income is being used to carry on new experiments. By the time one thing is completed he is working on another.

In 1876 he decided to build a new laboratory at Menlo Park, about an hour's ride from New York City. Here he worked out his greatest inventions. He made so many wonderful new things that he became known as the "Wizard of Menlo Park."

When Edison went to Menlo Park the chief source of light for stores and factories was gas. In most homes the

kerosene oil lamp was used. In some homes the tallow candle was still in use. The candle had been the chief means of lighting homes for many years. Some people burned whale oil lamps instead of candles. These lamps were simply open dishes of whale oil in which floated a wick that could be lighted.

After many experiments Edison succeeded in making a successful electric light. At first men did not believe it practical, but after a great public exhibit of his new light at Menlo Park in 1880, people were convinced that it was worth while. Edison's name is known in every part of the world to-day from this one invention.

Edison built the first electric railway in America at Menlo Park. This railway was two miles long. The first electric car was probably as strange as the first steam train, but it has become so common now that it seems as much a part of a city as the streets.

Edison also invented the quadruple telegraph which makes it possible to send four messages over one wire at the same time. He has also improved the telegraph and telephone in many ways.

The phonograph which has given pleasure to so many homes is another of Edison's inventions. It has brought the voice of great singers and other famous people into the homes of thousands. A great industry, giving profitable employment to thousands of people, has been developed to manufacture it.

The kinetoscope, or moving picture machine, was also first patented by Edison. This great invention has made it possible for everyone to see famous people in lifelike action, to see great plays, and to enjoy the beautiful scenery of many lands.

In order to realize what Edison has done for the world

it would be well to imagine a city without the inventions that he has made. After you have done that, think of the pleasure that comes from the phonograph and the moving picture, and the convenience and comfort and value of the electric light and the electric car. Because of his wonderful work Thomas A. Edison is considered one of America's great men.

THINGS TO THINK ABOUT

- I. What does the story of Edison's newspaper and his laboratory on the train teach us about Edison?
- II. Why was Edison given so much for his inventions?
- III. What do you mean by measuring success by help given to mankind?
- IV. Why was Edison called the " Wizard of Menlo Park " ?
- V. Select two or three of Edison's inventions and write a few sentences telling why they are important.
- VI. What do you admire most in Edison's character?

CHAPTER XLII

FRANCES E. WILLARD AND THE TEMPERANCE CRUSADE

IN the Capitol at Washington is a famous hall wherein each state has the privilege of placing two statues in memory of two of the prominent leaders of that state. Illinois selected Frances E. Willard as one of its truly great citizens worthy to be remembered in this way. The statue erected to her memory is the only one of a woman in this hall. Since the citizens of that state looked upon Miss Willard as one of its two great leaders, she must have done some important work. An account of her life and accomplishments shows that she did.

She was born in Churchville, New York, September 28, 1839. When she was two years of age her family moved to the college town of Oberlin, Ohio, where her father was a student in Oberlin College.

Frances was a leader among her playmates. She organized games in which her little friends might play Indian or sail the seas. She balanced a plank across a hen coop and, with a boy or girl on each end, they sailed on a calm or stormy sea according to the slow or fast motion of the plank. They had many wonderful adventures by following "Frank," as the little girl, Frances, was called by her brother and two sisters.

After five years in Oberlin Mr. Willard's failing health obliged him to seek a change in climate. He moved to the country near the present city of Beloit, Wisconsin. Here Frances attended school in a little shack of a building where

a few of the settlers' children gathered to learn reading, writing, and arithmetic under the direction of a young graduate of Yale College.

It was fortunate that Frances had such a well educated teacher. Many of the teachers of those days should not have tried to teach. Oftentimes men worked on the farms in the summer and "kept" school, as it was termed, for a few months in the winter. Some of these teachers had little education or training, and were very poorly paid. Judging by the stories about the country schools of that time, many teachers must have spent as much time using the hickory whip as they did holding recitations in the various school subjects.

Frances' interest in her school work made her anxious to gain a good education. She worked faithfully and in a few



Statue of Frances E. Willard in Washington, D. C.

years was graduated from the Northwest Female College. Soon afterwards she was invited by a friend at Evanston, Illinois, to take a trip abroad. She spent two and a half years in Europe studying and learning about the customs of the people there. She even made a journey to Syria and Egypt during her stay. The written accounts of her experiences were printed in American magazines and enjoyed by many readers. These articles showed that Miss Willard was a good observer, and also that she thought much about what she saw.

When Miss Willard returned to the United States she became very popular as a lecturer. As she was an excellent speaker people flocked to hear her. For ten years she averaged at least one lecture a day.

Miss Willard was shortly after this honored by being made president of a college for young women at Evanston, Illinois. She was later a member of the faculty of Northwestern University. As a teacher among the young women she found a way, as some said, "to change common things to gold."

At that time many women throughout the country, but especially in the Middle West, were becoming interested in the temperance question. They worked to do away with the saloons because, as they claimed, the keeper of the saloon was in a "soul-destroying business." They marched through the streets singing hymns, held prayer meetings on street corners, and helped to start a great religious revival.

Miss Willard became very much interested in this movement because she believed in it. She finally gave up her work as a teacher and became an officer in the "Women's Christian Temperance Union," as the temperance movement came to be called. She was finally made World President of the W. C. T. U.

Through her lectures and written articles she brought before the people of the whole nation the reasons why people should be temperate. She gave her entire self to this work and soon her name became a household word throughout the country. More and more people favored the teachings of the W. C. T. U. as this able leader labored in her work of educating the people to believe with her.

Finally various sections of the country began to abolish the saloons. At first a town here and there in a state would vote "dry," as it was termed. Large cities became dry and many states voted to stop the sale of all intoxicating liquors. In 1918, twenty years after Miss Willard's death, an act was passed by Congress by which all the states were called upon to vote for or against the manufacture and sale of intoxicating liquors. As over three-fourths of the states voted "dry," the eighteenth amendment to the Constitution was declared a law. This amendment reads as follows:

After one year from the ratification of this article, the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof, for beverage purposes, is hereby prohibited.

A leader whose labors could result in educating the people to believe that his or her cause is worthy of an amendment to the Constitution of the United States is really great. Such a leader was Frances E. Willard.

THINGS TO THINK ABOUT

- I. Why should Illinois be proud of Frances E. Willard?
- II. What does it mean to be a good observer?
- III. What qualities made Miss Willard successful in her work?
- IV. What were some of the important arguments for the prohibition amendment?

CHAPTER XLIII

CLARA BARTON AND THE RED CROSS

CLARA BARTON stands foremost among the unselfish men and women who, through the agency of the Red Cross, have done so much for humanity in times of peace as well as of war.



Clara Barton.

She was born on Christmas day, 1830, in a little farm house in North Oxford, Massachusetts. Her childhood was that of a healthy, play-loving girl. She spent much of her time in the open where she enjoyed horseback riding and other sports that country life affords.

Her education was obtained at home under the direction of her brother, in the little school in her home town, and under a tutor. She did so well in her school work that she was given a certificate to teach when she was fifteen years of age. For eighteen years she spent her time as a teacher in the class-room.

Her last two years of teaching were the most interesting of all. Those years were spent at Bordentown, New Jersey. Miss Barton was told that the people were too proud to send their children to a "free school for paupers." Teachers had tried to establish a school there, but all of them had failed. One said, "It is impossible to do anything in this place." Clara Barton was so certain that a school could be maintained that she taught for three months without pay. From a school of six pupils there grew one of one hundred six in a year. A new schoolhouse was built, of which Miss Barton was made principal. There were soon six hundred pupils in the new school. Without laws to compel school attendance, without books and other materials that are needed in a school, Clara Barton's school was filled because she knew boys and girls and loved to teach them.

In memory of Miss Barton's work in the school at Bordentown, the boys and girls of New Jersey recently helped to rebuild and to restore the Bordentown schoolhouse in which she worked. This memorial is a beautiful tribute to her work.

Failing health, however, compelled Miss Barton to resign her position. She then went to Washington where she spent some time as a clerk in the office of the Commissioner of Patents. She worked in Washington until the outbreak of the Civil War.

Some of the first soldiers that engaged in the war were from Massachusetts. A group of these men was attacked by a mob while passing through Baltimore on the way to Washington. As a few of the injured soldiers were from Miss Barton's own town, it is not surprising to find her nursing them after they reached Washington.

Because of her interest in soldiers who needed the care of

nurses and doctors, she soon found a way to get food and medicines to the battlefields. Through the Sanitary Commission appointed by the United States government she and such women as Mary A. Livermore and Dorothea Dix did a great service in sending nurses, in providing ambulances to carry the wounded to hospitals, and in improving the hospitals themselves, so that the wounded might receive proper attention.

Near the close of the war Miss Barton was appointed by President Lincoln to search for the thousands of missing soldiers. She visited southern prisons where northern soldiers had been kept. She also laid out the grounds of a great National Cemetery and caused marked stones to be placed on the graves of over twelve thousand dead whom she had identified. After four years of such devoted work, Miss Barton was obliged to go to Switzerland for a rest.

While she was still in Switzerland the war between France and Germany, called the Franco-Prussian War, broke out. Miss Barton offered her services, and through her efforts quantities of food and clothing were obtained for the starving people of Paris during the siege of that city.

She returned to America after the war and asked Congress to establish a Red Cross Society in this country. She had become acquainted with it during her stay in Switzerland where it was first organized. It took years to get a law passed to establish a Red Cross Society in this country. When it was done Miss Barton was made the first president. Very soon after this new laws extended the work of the Red Cross to other cases of suffering than those caused by war. It was authorized to relieve suffering caused by floods, fires, famines, earthquakes, and other forms of disaster.

It was not long before great forest fires in Michigan, and

floods in the Mississippi Valley and in Johnstown, Pennsylvania, gave the Red Cross of this country a great deal to do. As food and clothing and medical supplies were rushed to the aid of the fire and flood sufferers, people soon learned to value the Red Cross.

During the last great war millions of dollars were raised by the Red Cross Society of this country and used to supply



Red Cross Service on the Battle Field.

the many calls for aid from Europe. No other society gave more freely nor aided more needy victims of the conflict than the American Red Cross.

In order that you may understand the many ways in which sums of money collected and spent by the Red Cross were used, a sample budget or statement is given below:

Reconstruction of four villages in devastated areas.....	\$403,090.00
Care and prevention of tuberculosis.....	523,152.00
Clothing, bedding, garden implements, live stock for small	

farms, cooking utensils for practically destitute in devastated areas	707,500.00
Artificial limbs for mutilated soldiers, relief of blind, etc.	12,629.00
Assistance of orphans, destitute and neglected children.....	173,000.00
Aid of refugees throughout France.....	259,500.00
Clothing, employment, transportation and home relief for discharged soldiers; also medical examination, supervision and special relief for discharged soldiers.....	129,750.00

Clara Barton's death occurred April 12, 1912, but her great work lives after her. For her services she received many honors from many countries throughout the world. The greatest of all honors, however, is the love and high regard in which her name is held everywhere. She never questioned the needy, whether friend or foe. She gave to all the example of a life of unselfish service. She may truly be called a great American.

THINGS TO THINK ABOUT

- I. Miss Barton was a successful teacher. What were some of the reasons for her success?
- II. What are some good reasons why people should give to the Red Cross?
- III. What does the fact that President Lincoln thought well of Miss Barton show us about her?
- IV. Why do you think the paragraph about how the Red Cross money was used in the last great war was put in this chapter?
- V. What is meant by a life of unselfish service?

CHAPTER XLIV

PROJECT—HOW CLARA BARTON AND THE RED CROSS HAVE SHOWN US THE JOY OF UNSELFISH SERVICE

By VERA M. TELFER, Warren County, N. J.

Teacher's Aim.

- I. To have pupils become acquainted with the life of Clara Barton, the greatest American heroine.
- II. To have pupils know something about the activities of the American Red Cross.
- III. To teach them, also, something about the work of the Red Cross in other countries.
- IV. Through the life of Clara Barton and the spirit of the Red Cross, to emulate the divine command "Do unto others as ye would have them do unto you."

Pupils' Aim.

- I. To find out what great things Clara Barton did which made the school children of New Jersey want to buy the old school in which she once taught.
- II. To learn about some of the things done by the American Red Cross which was founded by Clara Barton.
- III. To find out what the Red Cross has done and is doing in other countries.
- IV. To find out what we people at home in America have done and can do to help others.

Note.

Before beginning work have on hand as many as possible of the following reference materials:

- (1) Chapter on Clara Barton in this book.
- (2) Story of the Red Cross—Pamphlet 60—Nov., 1917, The American Red Cross, Washington, D. C.

- (3) *Girls' Book of the Red Cross* by Mary K. Hyde, published by Thos. Y. Crowell Co., New York,
- (4) *The Life of Clara Barton*, by Epler, The Macmillan Co.
- (5) *Under the Red Cross Flag*, by Mabel Boardman, J. B. Lippincott Co.
- (6) *Home Service and the Disabled Soldier or Sailor*. Free pamphlet—A. R. C. 210—Aug., 1918 Department of Civilian Relief, American Red Cross, Washington, D. C.
- (7) *Red Cross Magazine*. (Back numbers, also, if possible.)
- (8) *Junior Red Cross News*, published monthly by Department of Junior Membership of the American Red Cross, Washington, D. C. (This is sent free to a school organized as Junior Red Cross Auxiliary.)
- (9) *American Red Cross (Juvenile)* (free). American Red Cross, 44 E. 23rd Street, New York City.
- (10) *Heroines of Service*, by Mary R. Parkman, The Century Co., New York City.
- (11) *The Red Cross Bulletin* (free) American Red Cross, Washington, D. C.
- (12) *The Work of the American Red Cross*, No. II (free), American Red Cross, Washington, D. C.

SUBJECT MATTER AND PROCEDURE

- I. Arouse pupils' interest in Clara Barton by telling something about her little old, one-room school building in Bordentown, N. J., which the children of New Jersey have bought by paying one cent each. (A picture of this building may be obtained by addressing a letter to "Any Stationery Store, Bordentown, N. J.") This should cause pupils to inquire, "What great things did Clara Barton do which made the children of New Jersey want to buy that old building in which she once taught?"
 Assignment topic:—To find out the important things in Clara Barton's life.
 Use this text for important facts in Clara Barton's life.
 Supplement with other books.
- II. What great good has the American Red Cross Society done?
 (a) in peace times? (b) in war times?

- (a) The Red Cross was established for giving help during war time.

What did it do in peace times?

Divide the class into groups, having each group study and report to the class about one or two peace time activities. Have them always make use of maps. Also pictures, if possible.

Reference—Story of Red Cross, pp. 9-13, Geographies.

Use this text and other books as sources for material on these topics.

Dramatized reports often help; *e.g.*, have one group of children represent San Francisco people whose homes were destroyed. Another group might be Red Cross workers and tell of their relief work.

- (b) What did the American Red Cross do during the Great War?

Here again assign to groups, and have pupils make reports interesting to class by use of pictures, stories, maps, etc. First hand information should be obtained from returned soldiers, when possible.

See text and other material for information on this topic.

III. All were not able to go away from home during the recent war.

- (a) What did we American people who were neither nurses, doctors, soldiers, nor sailors do here at home.

This will include work done by children and adults.

Get information from local Red Cross Chapter.

(Use old Red Cross posters, when speaking of the Red Cross Drives.)

- (b) Now that the war is over is there any Red Cross work to be done?

Suggestions:

- (1) Help suffering children in foreign lands.
- (2) Help suffering children in our own neighborhood.

- (3) Sell Red Cross seals. See Girls' Book of the Red Cross, p. 74.
- (4) Try to keep healthy. Join the Modern Health Crusade.
- (5) Help to keep the neighborhood clean and attractive.
- (6) Help to keep the school and grounds clean and attractive.
- (7) Learn habits of thrift.
- (8) Make scrapbooks for children across the ocean.
- (9) Make scrapflowers and toys and also send flowers to sick children.
- (10) Try to get the real Red Cross spirit of kindness and service.

Correlated Subjects:

A great deal besides history has been learned in a project of this kind. It has furnished a motive for the following work in other subjects.

English and Reading:

- (1) Letter writing (for books, pamphlets, motion picture reels, etc.).
- (2) Oral and written composition.
- (3) Dramatization.
- (4) Memory work, *e.g.*:

Junior Red Cross Pledge:

"I pledge myself to honor and serve the flag of my country and to work, save and give, in order that the Red Cross, the emblem of humanity, sacrifice, and service, may bring relief and happiness to suffering children the world over."

I would be friend to all—

The foe, the friendless.

I would be giving and forget the gift,

I would be humble for I know my weakness;

I would look up, and laugh, and love and lift.

HOWARD ARNOLD WALTER.

- (5) Looking for Red Cross articles in newspapers and magazines.

Geography:

- (1) United States—(San Francisco, etc., studied in Part II).
- (2) Europe—(Countries studied in Part III).
- (3) Maps of U. S. and Europe.

Spelling:

Words which were needed in writing compositions.

Arithmetic:

For suggestions, see Teachers' Manual of Junior Red Cross Activities, pp. 153-158.

Hygiene:

- (1) Doing health chores, and the reasons for doing them.
- (2) Lessons on flies, mosquitoes, etc.
- (3) Lessons on prevention of tuberculosis.

Physical Training:

- (1) Games. The Red Cross encourages all healthful games.
- (2) Folk dances. See Teachers' Manual, p. 139.

Drawing and Handwork:

- (1) Booklets for compositions, pictures, etc.
- (2) Designs for book covers.
- (3) Charts showing compositions, pictures, maps, etc.
- (4) Posters advertising entertainment.
- (5) Scrapbooks and toys for children across the ocean, or for sick children in the neighborhood, or in the hospitals. For toys—Teachers' Manual, p. 265.
- (6) Health charts and booklets.

CHAPTER XLV

THEODORE ROOSEVELT: THE AMERICAN

A MAN who greatly loved his country, who labored to make it one of the great nations of the world, and who met with a large measure of success in his efforts was Theodore Roosevelt. His deeds form a large part of our history during the last twenty years. No doubt many of you have seen his picture, and perhaps have seen him in action as shown by the moving pictures. If you have, you feel somewhat acquainted with him.

He was born in New York City in 1858. His parents were wealthy. He had opportunities for education that others of our great men did not have in early life. He had some great disadvantages, however, that are harder to overcome than the lack of wealth. As a boy he had very poor health, and his eyesight was so defective that he was obliged to wear glasses from an early age.

He made his weak body strong, however, by hard work and healthful exercise. He spent much time tramping through the woods, making use of his opportunity to study the birds and plants. His outdoor life brought a rich reward in the strength that finally came to his weak muscles. He held his own, and then excelled the other boys in their games. He believed in being a real boy. In later years, in speaking about boys, he said, "Of course, what we have a right to expect of the American boy is that he shall turn out to be a good American man. Now, the chances are that he won't be much of a man unless he is a good deal of

a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-lived, and able to hold his



Theodore Roosevelt.

The active, earnest leader whose chief desire was to serve his country.

own under all circumstances and against all comers. It is only under these conditions that he will grow into the kind of a man of whom America can really be proud. In life,

as in a football game, the principle to follow is: Hit the line hard; don't foul, and don't shirk, but hit the line hard."

Life at Harvard University for Roosevelt was occupied with work to preserve his health and study to fill his mind with all that could possibly be gained from the college course. He was often beaten in boxing matches, but he never stopped boxing. His glasses were often knocked off, sometimes his nose bled, but he pressed the fight just the same. His courage gained the admiration and friendship of those who often came to laugh. It was said of him, "He buried himself in his books, but he woke up at the proper season, and what he got he kept. He went in for play, all there was of it, but he never let play run away with him."

While still in college he wrote his first book, "The Naval War of 1812." This book was so good that it takes first rank of all books on that subject.

Soon after leaving college young Roosevelt was elected to the New York Assembly. The young man took a very active part the first year he was in the assembly. He stood for certain reforms that no one had been brave enough to stand for before; and his success in overcoming those who were opposed to him soon made him a leader among the men of New York State.

He spent some years in the West where he went to recover his health after three years' hard work in the Assembly. His life as a ranchman among the men who took pride in their bodily strength is interesting. Although he was still far from strong, and wore thick glasses in order to see, he soon changed the jeers of the Western cowboys to admiration. He was successful as a ranchman, but he returned to New York City as soon as he regained his health.

As Police Commissioner in New York City Roosevelt

made such a fine record that he became known throughout the country.

He held other important public offices. When the Spanish-American War occurred in 1898 he was Assistant Secretary of the Navy. He resigned that position, organ-



William McKinley.

President during the Spanish-American War.

ized a regiment of men called the "Roughriders," and went to Cuba with them as their Colonel. While there he led his men in an important battle of that war at San Juan Hill. On his return from Cuba he was received as a popular hero. The citizens of New York elected him to the governorship, for he was looked upon by many of his countrymen as one of the great men of the time.

The Spanish American War was a short conflict between the United States and Spain. For many years Spain persecuted the people of Cuba over whom she ruled. Many attempts to secure their freedom were made by the Cubans, but Spain was too powerful for the island people to conquer. In 1898 the United States sent the battleship

Maine to Havana, Cuba, to look after our interests. While at anchor in Havana harbor the *Maine* was destroyed by an explosion. Several hundred sailors were killed. As it was alleged, though never proved, that the Spaniards were responsible for the destruction of the vessel, President McKinley recommended a declaration of war. The fighting was over in one hundred days. The United States was successful in every battle. Freedom from Spanish rule was gained by all Spanish ruled islands in the West India group and in the Philippine Islands in the Pacific Ocean. The United States bought the Philippines for \$20,000,000 and annexed Porto Rico. Cuba was given independence under the protection of the United States government.

On March 4, 1901, Roosevelt became Vice-President of the United States. Only a few months later, in September, 1901, William McKinley, the President, was shot by an assassin while visiting the Buffalo Exposition, and Mr. Roosevelt succeeded him as President. Thus, at forty-three years of age, this earnest, hard-working, gifted man reached the highest office in the land, at an earlier age than any other of our presidents.

As president he was active in urging internal improvements. He was sometimes called the "Irrigation President" because of the important work that he did in opening up thousands of acres of western land to farmers by providing means for irrigating it. He built up a great navy and was among the first in America to attempt to put the United States among the great nations of the world as a military and naval power. As president he urged many business reforms and fought dishonest ways of doing business with a great deal of success.

During his term as president he had a bill passed whereby the Panama Canal was constructed. This canal, which

joins the Atlantic and Pacific Oceans by running through Central America, is one of the most valuable pieces of work done since this country became a nation. It is a great monument to Roosevelt's statesmanship.

Roosevelt took a leading part in bringing to a close the war between Japan and Russia. He invited representatives from those two countries to meet at Portsmouth, New Hampshire, with a view to settling their difficulties. The



This Picture Shows How Fields Are Watered by Means of Irrigation Ditches.

meeting ended with the signing of a treaty of peace. The part that Roosevelt played as a peacemaker helped greatly in making him known throughout the world.

Many other things might be said of Theodore Roosevelt. He was a many-sided man. He wrote many books; in fact, more than some men who have done nothing but write books. He was a student of nature, and, as a writer and hunter, he made himself famous as a naturalist. He was a

successful ranchman, an editor, an army officer, and a statesman.

His life was filled with action. After he left the presidency he wrote many articles and delivered hundreds of speeches. All that he wrote or said was for the purpose of serving his country.

On January 6, 1919, Mr. Roosevelt passed away at Oyster Bay, New York. He lies buried near the home where, with his family, he spent many happy hours. He was a public servant for many years, but he always loved the quiet of his home where he could be with his wife and children.

THINGS TO THINK ABOUT

- I. What is the best lesson that the story of the early life of Roosevelt teaches us?
- II. What is meant by being a real boy?
- III. What does the fact that Roosevelt's first book was so good teach us?
- IV. Why do you think Roosevelt was successful as a ranchman?
- V. Roosevelt's love of country caused him to go into the New York Assembly and fight for "clean politics." What does love of country mean?
- VI. Think over some important things Roosevelt did as President and tell why you think they were important.
- VII. In what different lines was Roosevelt successful? What does this show about him?
- VIII. What two sides in Roosevelt's life do the last two paragraphs in this story show you?
- IX. What do you like about Roosevelt?

CHAPTER XLVI

ANNA HOWARD SHAW AND WOMAN SUFFRAGE

IN the story of the earliest settlers in both Massachusetts and Virginia you read of their desire to have a voice in making the laws that governed them. You also learned in the story of the War for Independence that the colonists wanted to be represented in the British Parliament. From the time of the first settlement in what is now the United States up to the present day the question of the right to vote for men who make the laws has been an important one. After many changes in the laws all men who were citizens and who were twenty-one years of age were given the right to vote.

Although this change gave more people the right to vote than ever before, it was thought unfair because only men citizens could vote. The women were still denied this right. Many men and women worked hard to have laws



Anna Howard Shaw.

Her leadership meant much to the woman suffrage cause.

passed giving women the right to vote, too. Several states, particularly in the West and Middle West, when they entered the Union, gave women the right to vote as well as men, but it took many years of hard work by those who supported the movement to bring about equal suffrage in all the states. Finally, in 1919, a constitutional amendment was passed by the United States Congress which reads as follows:

1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.
2. Congress shall have power, by appropriate legislation, to enforce the provisions of this Article.

After this amendment was adopted by thirty-six states it became a part of the Constitution and was declared effective by the Secretary of State on August 26, 1920.

Among the many workers for the cause of woman suffrage in this country no one did more than Anna Howard Shaw. She spent many years of her life going from city to city, urging the people to give women an equal right with men in selecting office holders and in voting on questions of the day.

Anna Howard Shaw was born in England in 1847 but spent her girlhood in northern Michigan. Her parents were poor pioneers. She had little chance for an education, but she had such a strong desire to do things worth while that she overcame all difficulties. You will find the story of her life in the Michigan woods very interesting if you care to read it.

Anna Howard Shaw called herself a pioneer. This means not only that she was one of the first settlers in Michigan, but that she took part in doing for the first time many

things that had always been thought a man's work instead of a woman's work.

She began to preach at an early age. As this was thought unwomanly at that time, many of her friends urged her to give it up. However, she believed she was right in doing whatever useful thing she could do well, even though she were a woman.

In 1873 she entered Albion College in Michigan. Her entire capital was eighteen dollars, but she spent two years there and two years in a theological school, graduating with a good record, although forced to earn her way by lecturing and preaching from time to time in nearby towns.

Through the kindness of a friend she was given an opportunity to travel in Europe after graduating from college. Much of her time there was spent in preparing herself for her life work.

After returning to America she preached in Massachusetts for several years. While attending to her work as a preacher, she found time to study medicine in Boston and became a doctor of medicine. You may read of her as Doctor Shaw.

A short time after completing her medical work she became interested in woman suffrage. From then on her whole life was given to that cause. She gave up her church work and lectured throughout the country upon this movement which had become so dear to her heart. She used very often to say, "Nothing bigger can come to a human being than to love a great cause more than life itself, and to have the privilege throughout life of working for that cause." Think what a splendid maxim or motto that would be upon which to model your life.

In time Anna Howard Shaw came to be regarded as one of the leading orators of her day. The whole country

admired and respected her also for her plucky fight for what she believed to be right. She possessed an unusual amount of common sense and good humor which served her well in many a difficult situation. To her years of hard work as



Anna Howard Shaw Leading a Suffrage Parade.

a writer of books and newspaper articles is due, in large measure, the success of the woman suffrage movement.

THINGS TO THINK ABOUT

- I. What is meant by an amendment to the Constitution?
- II. Why is the question of suffrage important?
- III. Why was Anna Howard Shaw a "pioneer"?
- IV. What was the most important work done by Miss Shaw?

CHAPTER XLVII

WOODROW WILSON AND THE WORLD WAR

WOODROW WILSON, the president of the United States from 1913 to 1921, was born in Staunton, Virginia, December 28, 1856. He received his education in a small college in the South, in Princeton University, and in the University of Virginia. He was President of Princeton University for several years and served a part of one term as Governor of New Jersey, from which office he resigned when he was nominated for the presidency of the United States. To this office he was elected in November, 1912.



Woodrow Wilson, the War President.

From Aug. 1, 1914, until November 11, 1918, the whole world was interested in the great war started by Germany.

The United States took no part in actual fighting until 1917. Up to that time the great countries in Europe—England, France, Italy, and Russia, and other smaller countries,—carried on the war against Germany, Austria, Bulgaria, and Turkey.

At first the American people did not want to enter the war, but, as many thought we would not be able to keep out of it, a campaign of "Preparedness," or getting ready, was carried on. The army and navy were made much larger, and much was done to arouse the people to the necessity of being ready for war, if it should come.

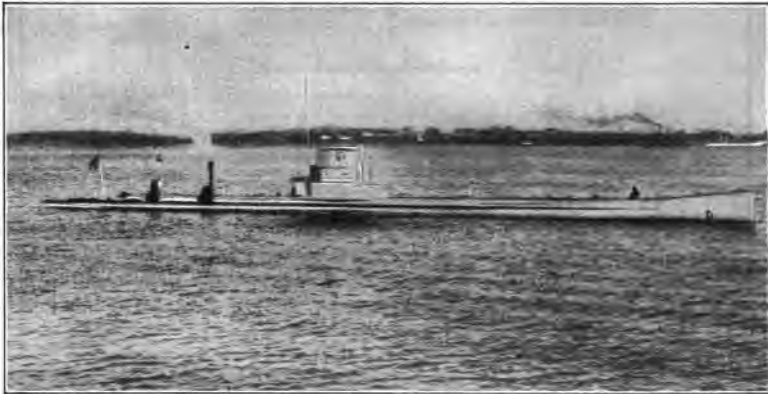
In the beginning of the war England's powerful navy blockaded Germany and Austria in order that no food should be sent to those countries. Germany declared Great Britain blockaded, but, as she had no ships except submarines to keep neutral vessels from reaching England, she had to use that type of vessel. The submarines were very successful for a while. Germany had a large number of them, with which she destroyed many vessels belonging to her enemies, or the Allies, as they were called.

The destruction of a vessel alone would have been thought fair in time of war. The submarines, however, not only sank the ships but destroyed hundreds of lives as well, because no efforts were made by the submarine commanders to save the sailors and passengers.

The United States protested against this policy of "frightfulness," as it was called, because Germany sought, by using such frightful means, to terrify her enemies into giving up. The Germans did not heed our protests but continued to sink any vessel that a submarine might sight. On May 7, 1915, the greatest crime of this kind recorded in history was committed when a submarine sank, without warning, the great passenger steamer, *Lusitania*, off the

coast of Ireland. In this terrible disaster over twelve hundred persons were drowned, many of them women and children. One hundred and fourteen of those who were lost were Americans.

After this crime a promise was exacted from the Germans that ships should be warned before sinking and the safety of the passengers and crews should be assured. This promise was soon broken; other passenger vessels were sunk with great loss of life. Finally the German repre-



A Submarine As It Appears When on the Surface.

sentative in this country informed President Wilson that after January 31, 1917, any vessels found in a large area around Great Britain would be sunk without warning. This open refusal of Germany to pay any attention to the rights of our ships on the seas and her many broken promises led President Wilson to go before Congress and ask for a declaration of war against Germany. War was declared April 6, 1917.

When asking Congress for a declaration of war President Wilson said, "Our object is to vindicate the principle of

Sixty-fifth Congress of the United States of America;

At the First Session,

Began and held at the City of Washington on Monday, the second day of April,
one thousand nine hundred and seventeen.

JOINT RESOLUTION

Declaring that a state of war exists between the Imperial German Government and the Government and the people of the United States and making provision to prosecute the same.

Whereas the Imperial German Government has committed repeated acts of war against the Government and the people of the United States of America: Therefore be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the state of war between the United States and the Imperial German Government which has thus been thrust upon the United States is hereby formally declared; and that the President be, and he is hereby, authorized and directed to employ the entire naval and military forces of the United States and the resources of the Government to carry on war against the Imperial German Government; and to bring the conflict to a successful termination all of the resources of the country are hereby pledged by the Congress of the United States.

Champ Clark

Speaker of the House of Representatives.

Thos. R. Marshall

Vice President of the United States and

President of the Senate.

Approved 6 April, 1917.

Woodrow Wilson

Joint Resolution—Declaration of War between the Imperial German Government and the Government of the United States.

peace and justice in the life of the world against selfish autocratic power, and to set up among the really free and self-governed peoples of the world such a concert of purpose and action as will henceforth insure the observance of those principles."

More directly with regard to freedom he said, "We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the peace of the world and for the liberation of its peoples, the German people included; for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty."

The closing words of the famous address strike the highest notes in the "Battle Cry of Freedom" so long sung by the people of the United States. He concluded his address as follows:

"But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own government, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.

"To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other."



General John J. Pershing.

President Wilson thus clearly expressed the underlying principles of a Government such as ours.

Immediately after the declaration of war active preparations were made to carry on our share of it. The "Draft" Act, by which young men were selected for army service, was passed by Congress. A large army was soon raised. The navy was strengthened, hundreds of boats were built, aeroplanes were constructed, railroads and telegraph lines were taken out of private hands and put under the management of the government; and the food and fuel supplies of the country were conserved as much as possible.

The German ships in United States ports were seized and many of them put to good use when the time came to send an army to France. By June, 1917, American troops were being landed on French soil. Before the war closed nearly

two million of our men were ready to fight the Germans. These men were under the command of General John J. Pershing.

In all engagements where the American troops took part they met with success. The marines fought so bravely that the Germans called them the "Devil Dogs of War."



School Children Working for the Red Cross.

The untried soldiers who were recruited from farms, factories, and stores showed as good fighting qualities as the German Kaiser's trained men. Before they went to France, the Germans laughed at the American "tin soldiers," but they found a foe that was more than a match for them when they met the "tin soldiers" in battle at Château Thierry,

St. Mihiel, and Metz,—great conflicts that helped to decide the war.

Throughout the war the Red Cross, the Y. M. C. A., the Knights of Columbus, the Salvation Army, and many other



Statue of Liberty.

organizations did a noble work in supplying necessities to the sick and wounded in the hospitals and to the fighters in the fields and camps.

The boys and girls of America as members and workers in the Junior Red Cross Society helped a great deal. They made many thousands of articles useful in the hospitals and camps, also thousands of garments for the poor children of the war districts in France and Belgium. The greatest lesson in

giving ever taught was presented by America's part in helping the needy in the lands across the sea.

On November 11, 1918, an armistice was signed. By the terms of this armistice Germany and all her allies surrendered to the armies of the Allies. The terms of surrender

were severe but no more so than those Germany planned to inflict upon the allied nations, had she defeated them, as she expected.

After the armistice was signed President Wilson visited France and other countries in Europe. He met at Versailles with representatives of other powers that had been



Soldiers Returning from France.

engaged in war against Germany to draw up a treaty of peace. The treaty was signed at Versailles, June 28, 1919.

Peace was declared between Germany and other great nations in Europe and elsewhere by the terms of this treaty, but our national government did not accept the treaty made at Versailles. A separate treaty with Germany was ratified by Congress in October, 1921. Ratifications of the treaty

were exchanged by representatives of the United States and Germany on November 11, 1921.

President Wilson labored diligently for a League of Nations which would in the future act upon great questions between nations. Forty-two countries of the world have already joined his League, of which meetings of its officers

are held regularly for the discussion of important questions. Our government did not join the League.

For his unceasing effort and his leadership during the World War to "make the world safe for democracy," Woodrow Wilson should be given an important place among our great men.



Warren G. Harding.

In affairs connected with the relations between

nations of the world there has come a great change in the last few years. In the past, too often, wars followed disputes between nations. As you have learned, the League of Nations was founded for the purpose of giving such nations as may have disputes a hearing before war is declared. Another great step toward doing away with war was the meeting of all great nations, called by President Warren

G. Harding, Mr. Wilson's successor. This meeting was called on November 11, 1921, the third anniversary of the signing of the armistice which stopped the fighting in the World War. Representatives from different nations discussed the question of disarmament. Since favorable action followed the discussion, it is hoped that such terrible



Capitol of the United States.

conflicts as have taken place in the past will not occur again. The vast resources of the world may then be used for bringing comfort to the people instead of being wasted in war. Such a condition will indeed be a happy ending to the struggle for freedom upon the part of the people of this nation and of other nations.

THINGS TO THINK ABOUT

- I. What is meant by preparedness?
- II. Our country protested against the war as carried on by the submarines. Why?
- III. Are acts of war crimes? Explain your answer.
- IV. Why were young men drafted into the army?
- V. Why do you think our soldiers were good soldiers?
- VI. Do you think the boys and girls helped win the war? Give reasons for your answer.
- VII. What do you mean by "Allies"?
- VIII. What is meant by making the world safe for democracy?
- IX. What is meant by "America is privileged to spend her blood and her might for the principles that gave her birth"?
- X. Freedom and Liberty were often spoken of by Woodrow Wilson. Why?
- XI. Who is a good citizen?

CHAPTER XLVIII

PAGEANT

The Development of Liberty in America

- I. *Anthem*.—"Hope Thou in God"—sung by the school or by a selected chorus.
- II. *Song*—The Recessional.

At the conclusion of the singing a pupil comes to the front and, addressing the Flag, recites the poem "Old Glory," by James Whitcomb Riley.

Enter, Columbia and History.

Child.—Miss Columbia.

Columbia.—If you would understand the full meaning of our glorious flag, History will turn for you her pages to the pictures of the great events which have been the stepping-stones in the onward march for freedom and self-government in America.

(History goes forward with the Child. Columbia seats herself on her dias.)

A band of Indians rush in, with war whoops, and dance to the back of stage where they sit with their backs toward the audience and remain still until after the Pilgrims leave the stage.

Music for Indian War Dance may be found in the State Monograph, "A Course in Physical Training, Grades I-VI," page 119.

INDIAN WAR DANCE

Formation.—Sitting on floor in circle, facing in, arms folded high.

Bend forward and back 4 times (1-8) (meas. 1-4).

Bend R and L alternately (1-8) (meas. 5-8).

Raise arms high and look up 4 times (repeat meas. 1-4).

With R hand over eyes look 4 times R; with L hand over eyes, look 4 times L (meas. 5-12).

Smoke pipe 4 times (meas. 13-16).

Jump up, run around circle, little jumpy steps, arms alternately raised sharply, starting at beginning of piece. When meas. 17 is reached strike floor twice, and on measure 18 yell 3 times, putting hand over mouth after each yell is started.

Repeat, striking floor and yelling on meas. 19-20, 25-26, 27-28, running on all measures in between.

NOTE.—If this run proves too long do not begin it until meas. 9.

History.—The first representative assembly in America convened at James City in Virginia, July 30, 1619.

(History and the Child back to the rear of the stage while 10 or 12 boys dressed in colonial costume enter.)

III. *Scene*.—House of Burgesses—March from “Aida.”

The chairman raises his hand and all bow heads as if in prayer.

Chairman.—“We meet to-day to enact laws which will promote the best interest of our colony.”

Burgess I.—“In our colony, I am sorry to say, are some people who do not do their share of work. Therefore, I move that the following law be adopted:

“All men physically fit for manual work who refuse to apply themselves to some occupation, shall, after fair warning, be placed in stocks and fed on bread and water for not less than a week, and so long afterward, until they promise to lay aside their evil ways, and become faithful workers in our colony.”

Leader puts the question and the vote is taken.

Burgess II.—“I move the cargoes brought in by the Dutch trading vessel be discussed.”

Burgess III.—“I second the motion.”

Here a pantomime of discussion takes place.

Burgess IV.—“I move the meeting take a short recess.”

Burgess V.—“Second the motion.”

Leader takes vote and the Burgesses leave the stage.

History steps forward.

History.—“The year after the first meeting of the House of Burgesses the Pilgrims came to America in search of religious freedom.

IV. *Pilgrims* enter and group themselves on the stage. Music: “The Breaking Waves Dashed High.” First stanza is sung while entering.

1st Character.—"Let us a covenant make that we may one body be, to maintain both order and justice in this our new home."

2nd Character.—"We come to this new land to find liberty; liberty to work, to think, to pray, to worship God in our own fashion. Surely naught is too much to ask or to give for that."

3rd Character.—"Carver, Bradford, Brewster, Standish, Mullins, White, and Hopkins are at this time writing for us an agreement wherein we are bound one and all to maintain those principles and ideals for which we have forsaken our beloved country and but now arrived at these bleak shores. Let us together live as brothers and sisters doing the will of God in all things."

1st Character.—"Ah, the agreement is finished. Read to us, Brother Brewster, what has been written that we may more clearly understand to what we bind ourselves."

4th Character.—Compact.

Mayflower Compact

"In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread sovereign lord, King James, by the grace of God, of Great Britain, France, and Ireland, King, defender of the faith, etc., have undertaken, for the glory of God and advancement of the Christian faith, and honor of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politic for our better preservation and furtherance of the ends aforesaid; and by virtue thereof to enact, constitute, and frame such just and equal laws, ordinances, and offices from time to time as shall be thought most meet and convenient for the general good of the colony, into which we promise all due submission and obedience.

In witness whereof, we have hereunto subscribed our names at Cape Cod, the 11th day of November, in

the year of the reign of our sovereign lord, King James of England, France and Ireland the eighteenth, and of Scotland, the fifty-fourth, anno domini, 1620.

1st Character.—"A praiseworthy compact, truly, one to which every Puritan among us will put his name.

(Pilgrims sign compact.)

1st Character.—"And now we go to our new home which our Lord has brought us to safely, through many afflictions, to a new world where flowers bloom and birds sing and every man is free to worship God in his own fashion. Great happiness and peace of mind await us here. So bravely do we go forth trusting all things to the Lord."

The last stanza of "The Breaking Waves Dashed High" is sung while they are leaving the stage.

V. *Indians* rise, rush forward and do the Indian Sun Dance. Music: Laurel Octavo, Folio 100. They then seat themselves in a circle and William Penn enters.

VI. *William Penn* and the *Indians*.

William Penn.—"Let the Indians and white people be friends. Let us agree to dwell together on this land which belongs to both of us. If there should be quarrels, you may choose six Indians and I shall choose six white people to settle any quarrel. I will not call you my children for fathers sometimes whip their children. I will not call you brothers, because brothers often quarrel. I will call you the same persons as the white people. We are the two parts of the same body."

Indian Chief. (Hands wampum belt.)—"We will live with William Penn and his children as long as the sun and moon shall last."

William Penn leaves the stage and the Indians dance off, giving war whoops.

VII. Enter the Colonial Dames in groups of twos and threes—Pantomime assembling for a sewing party. The servant brings in tea which the dames regard with surprise and horror. They join hands and sing.

Song.—Music "Auld Lang Syne."

Song of Colonial Dames of the Boston Tea Party:

1

No tea we take for Conscience sake,—
 The unjust tax we hate.
 Tho' tyrant George our chains may forge
 For better times we wait.

2

Come peace or wars, we do implore,
 A blessing on our land.
 Tho' dark distress may us surround,
 United we shall stand.

CHORUS

Away with all the hated tax,—
 We'll never more drink tea,
 Until from England's cruel chains
 America is free.

Indian.—"Fear not, Mesdames! We are not real Indians. This is the dress we wore at the Boston Tea Party, when we threw the tea overboard to show King George that we Americans will not submit to *taxation without representation.*"

Colonial Dames.—"Good! Good!"

Song of Indians and Colonial Dames taken from old copy of Popular Educational Publication. Dames and Indians join hands, dance around in a circle. Three Indians stand in center and enact tossing of tea overboard.

Tune.—*Yankee Doodle.*

'Twas Boston town and at the wharf
 Three English vessels lying.
 Some subjects of King George the III,
 Around them went a spying.

CHORUS

Toss the cargoes overboard
 We will not have taxation
 Until the king will give to us
 A fair representation.

March off singing.

Music, "Double Eagle March."

IX. A band of Minute Men enter and drill.

The Minute Men leave the stage.

X. A boy comes forward and recites part of Patrick Henry's Speech.

XI. The chorus sings "The American Flag."

During the singing of the first stanza a group of boys, representing the signers of the Declaration of Independence, arrange themselves as at the Continental Congress, one reads:

"We hold these truths to be self-evident: that all men are created equal: that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

.....

.....

"We, therefore, the representatives of the United States of America, in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved."

The members gather around speaker and sign document after which a speaker says:

"We must now hang together."

Ben Franklin.—"We must hang together or we will hang separately."

They leave stage and the chorus sings last stanza of "American Flag."

History.—(coming forward). "In May, 1787, a convention met in Philadelphia to draw up laws which would better meet the needs of the growing country.

"In its strength and in its weakness it was an ideally perfect assembly. There were men representing twelve states. Among these men were Washington, Franklin, Hamilton and Madison. After they had worked for four months the paper was ready to be signed.

"Gladstone said that the American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man."

(Enter groups of twos and threes from both sides of stage and take their places.)

Washington.—"It is probable that no plan we propose will be adopted. Perhaps another dreadful conflict is to be sustained. If to please the people we offer what we ourselves disapprove, how can we afterward defend our work?"

"Let us raise a standard to which the wise and the honest can repair—the event is in the hand of God."

Benjamin Franklin (passing a paper to a young man.)

The young man reads.—"We have considered these questions for four months. The heat of our discussion has been rivaled only by the scorching summer.

"When a joiner wishes to fit two boards, he sometimes pares off a bit from both.

"The foundation of our Constitution has been laid on three great compromises.

"While there are some parts of this body of laws I do not approve I am astonished to find it so nearly perfect.

"For the sake of posterity I hope we shall act unanimously in recommending it."

Morris.—(Calls out the names of the States and the men rush eagerly to sign.)

When "Massachusetts" is called Elbridge Gerry shakes his head "No," but others from Massachusetts go up to sign.

When Virginia is called two members refuse, but the others sign.

When the roll call has been completed Morris waves the paper exultingly. Washington stands with bowed head—the rest of the company stand awe-stricken.

Franklin.—"As I have been sitting here all these weeks I have often wondered whether yonder sun is rising or setting, but now I know it is a rising sun."

(All smile and pass out cheerfully.)

Music.—"Soldiers' Chorus" from *Faust*—one stanza.

XI. The Inauguration of Washington. *Music:* Chopin's Prelude in C Minor.

Enter John Adams, Chancellor Livingstone, and the Secretary of Senate with George Washington.

They form a tableau, "Washington taking the oath of office."

A reader reads Washington's Inauguration by John Fiske, beginning with "On the 30th day came the Inauguration," and ending with, "Long Live George Washington, President of the United States."

The last sentence is said by the whole school in unison.

The group then stand with bowed heads while one stanza of "America" is sung.

As they leave the stage History steps forward and says in a ringing voice:

Emancipation Proclamation

History.—"And now the time arrives when every drop of blood drawn by the lash must be answered by another drawn by the sword."

A group showing Abraham Lincoln and the freed slave at his feet. Further front, two tiny negro children look upward toward the face of Lincoln.

This tableau can be arranged behind a screen at back of stage, and at the proper time the screen be removed.

Music.—"Old Black Joe," hummed by the school.

A pupil recites from the floor closing words of Lincoln's Second Inaugural speech "With malice toward none," etc.

Columbia rises from her dais and with arm upraised recites the 13th Amendment.

Group recedes to back of stage.

XII. *Armistice Day.*

History showing her book to the child.

Child.—Regarding it slowly, but with dawning enthusiasm.

“ Oh, what a lovely parade! Why, there’s Ben and Isidore.

“ That looks just like Jennie and me.”

History.—“ That shows how the children of America rejoiced on Armistice Day.”

A whistle^f is heard in the audience.

Then follows a ringing of bells and rattles.

The children jump from their seats in groups and march toward various parts of the room finally forming lines four abreast. They march up on the stage, singing “ Over There ” and playing antics of every description.

At a given signal the singing stops and a little fellow steps to the front and calls out “ Up with the flag. The war is over.”

There is a hush. Then the children sing “ There’s a Long, Long Trail.” They leave the platform quietly and proceed in a double file to their seats.

XIII. *The Allies.*

- (a) A boy comes to platform and recites “ The Flag of France,” by Grace Ellery Channing. Use Stanzas 1-4-6-7 and last. (Omit 2-3-5.)

During the recitation a boy enters the hall, bearing the French flag. He walks slowly to the stage and stands on one side of *Columbia*’s throne.

- (b) The chorus sings “ Rule Britannia.” A boy enters bearing an English flag. He passes to the stage and stands on the other side of *Columbia*.

- (c) To the singing of “ Santa Lucia,” the Italian flag is taken to the stage and the bearer stands beside the English flag.

- (d) *The child* (coming forward and clapping her hands).
“ Oh, History, now that the war is over, let me show you what our School is doing to teach us to become good American Citizens.”

Here may follow a description of any of the activities which the school is pursuing to teach self reliance, industry and thrift; such as reports of Health League, clubs, etc.

XIV. *Scene by Kindergarten Children.*—School activities.

“What does the red tell us?”

“To be brave.”

“What does the white tell us?”

“To be pure.”

“What does the blue tell us?”

“To be true.”

Salute to the flag.

“We give our heads, our hearts, and our hands to our country.

One country, one language, and one flag!”

“What is your country?”

“My country is America.”

“What is your flag?”

“My flag is red, white and blue.”

“Where do you live?”

“I live in America.”

“Three cheers!”

“Hurrah! hurrah! hurrah!”

XV. *I am an American.* (Recited by a boy who looks an ideal type of American.)

I am an American.

My father belongs to the Sons of the Revolution;

My mother, to the Colonial Dames.

One of my ancestors pitched tea overboard in Boston Harbor;

Another stood his ground with Warren;

Another hungered with Washington at Valley Forge.

My forefathers were America in the making:

They spoke in her council halls;

They died on her battle-fields;

They commanded her ships;

They cleared her forests.

Dawns reddened and paled.

Stanch hearts of mine beat fast at each new star

In the nation's flag.
 Keen eyes of mine foresaw her greater glory.
 The sweep of her seas,
 The plenty of her plains,
 The man-hives in her billion-wired cities.
 Every drop of blood in me holds a heritage of patriotism.
 I am proud of my past.
 I am an American.

At the conclusion of the recitation the boy passes to one side of the stage and a foreign-looking boy comes forward and recites:

I am an American.

I am an American.
 My father was an atom of dust.
 My mother a straw in the wind,
 To his serene majesty.
 One of my ancestors died in the mines of Siberia;
 Another was crippled for life by twenty blows of the *knut*:
 Another was killed defending his home during the
 massacres.
 The history of my ancestors is a trail of blood
 To the palace-gate of the Great White Czar.
 But then the dream came.
 The dream of America.
 In the light of the Liberty torch
 The atom of dust became a man
 And the straw in the wind a woman
 For the first time.
 "See," said my father, pointing to the flag that fluttered
 near.
 "That flag of stars and stripes is yours;
 "It is the emblem of the promised land.
 "It means, my son, the hope of humanity.
 "Live for it—die for it."
 Under the open sky of my new country I swore to do so;
 And every drop of blood in me will keep that vow.
 I am proud of my future.
 I am an American.

The two boys leave the stage and a class passes up for the Flag Drill.

XVI. *Flag Drill.*

XVII. During this recitation a boy passes down the center aisle to the front of the stage, carrying the American flag.

The group on the stage and the school rise to give the flag salute.

XVIII. *Flag Salute.*

They then sing one stanza of the "Star Spangled Banner."

The American flag is then borne from the platform.

Columbia followed by History and the Child pass next with the flags of the Allies passing at the end.

During this the school sings two stanzas of "America, the Beautiful."

IMPORTANT DATES IN OUR HISTORY

1000—(?)—Norsemen discovered America.

1492—Columbus discovered America.

1497—John Cabot reached the mainland of North America.

1513—Balboa first saw the Pacific Ocean.

Ponce de Leon journeyed to Florida.

1519-21—Cortez conquered Mexico.

Magellan's ships sailed around the world.

1534-35—Cartier explored in Canada.

1541—De Soto discovered the Mississippi River.

1577-80—Drake's voyage.

1584-87—Raleigh attempted to colonize in what is now Virginia.

1607—Settlement made at Jamestown.

1608—Champlain made settlement at Quebec.

1614—New Netherlands first settled.

1619—Meeting of first representative body in America in Virginia.

Slaves brought to Virginia.

1620—Pilgrims landed at Plymouth.

1634—Maryland settled at St. Mary's.

1635—Connecticut settled.

1636—Roger Williams started settlement at Providence, Rhode Island.

1638—Delaware settled by the Swedes.

- 1643—New England Confederation formed.
1664—New Netherlands became New York.
New Jersey founded.
1681–82—La Salle explored Mississippi.
1682—Pennsylvania settled.
1733—Georgia settled.
1754—Plan of Union proposed,—called Albany plan of union.
1754–63—French and Indian War.
1755—Braddock defeated at Fort Duquesne.
1759—Quebec taken by the English.
1765—Stamp Act passed.
1773—Boston Tea Party.
1774—First Continental Congress met.
1775—Battle of Lexington.
1775—Second Continental Congress met.
1775—Battle of Bunker Hill.
1776—Declaration of Independence adopted.
1777—Battle of Saratoga won by the Americans.
1780—Arnold's treason.
1781—Surrender of Cornwallis at Yorktown.
1783—Treaty of Peace with England signed.
1787—Constitutional Convention met at Philadelphia.
1787—Constitution adopted. (Adopted by 9 states in 1788, but by
Convention, September 17, 1787.)
1789—Washington chosen first president of the United States.
1791—United States Bank established.
1793—Whitney invented the Cotton-gin.
1800—City of Washington became the national Capital.
1803—Louisiana purchased from France.
1804—Lewis and Clark explored in the West.
1807—Fulton invented the Steamboat.
1812–15—Second war with England.
1815—Battle of New Orleans won by Andrew Jackson's troops.
1819—Florida purchased.
1820—Missouri Compromise passed.
1830—First steam railway opened in the United States.
1844—Morse sent first telegraph message.
1846–48—War between the United States and Mexico.
1848—California and Southwest annexed.

- 1858—Debates between Lincoln and Douglas.
1861–65—Civil War.
1863—Emancipation Proclamation signed by President Lincoln.
1865—General Lee surrendered to General Grant.
1867—Alaska purchased from Russia.
1876—Centennial Exhibition at Philadelphia.
1898—War between the United States and Spain.
 Hawaiian Islands annexed.
 Porto Rico annexed.
1899—Philippine Islands purchased from Spain.
1904—Panama Canal Zone purchased.
1907—Wireless message sent across the Atlantic Ocean.
1914—Panama Canal opened to commerce.
 World War opened by Germany.
1917—The United States declared war against Germany.
1918—Armistice signed ending the World War.
1919—Treaty of Peace signed between Allies and Germany.
1921—Separate Treaty of Peace between United States and Germany.

INDEX

- Adams, Samuel, 126-133
Aeroplane, Use of, 222
Agriculture, New Methods of, 225-229
Alleghany Mountains, 164
Amendments to the Constitution, 245, 264
Americus Vesputius, 20
Armada, Spanish, 44
Arnold, Benedict, 145
Assembly, First Representative, 56, 123
- Balboa, 36
Baltimore, Settlement of, 96
Baltimore, Lord, 95, 96
Barton, Clara, 246-255
Bell, Alexander Graham, 234
Boone, Daniel, Explorer and Settler, 164-172
Boston Tea Party, 128, 141
Braddock, General, Defeat of, 139, 140
Bunker Hill, Battle of, 131
Burgoyne, General, 153
- Cabot, John, 30-33
Cabot, Sebastian, 30-33
Canada, Explored and Settled, 82-87
Cartier, Jacques, 82
Carver, John, Governor, 60
Catholics in Maryland, 96
- Champlain, Samuel de, 82-84
Circumnavigation of Globe, First, 37
Civil War, 213
Clarke, George Rogers, Northwest, 161
Clay, Henry, 197-201
Clermont, The First Steamboat, 181
Colonies, The Thirteen, 121
Columbus, Christopher, Life, Discovers America, Later Voyages, 11-29
Compromises, Clay's, 200
Concord, Battle of, 130
Constantinople, 11
Continental Congress, First, 141
Cornwallis, General, 143-149
Cortez, Explorations of, 37
- Declaration of Independence, Writing of, Adoption of, 143
De Leon, Ponce, 34, 35
De Soto, Hernando, Explorations of, 38, 39, 40
Dinwiddie, Governor, 137, 138
Drake, Sir Francis, 42-45
Dutch in America, 72-81
Dutch East India Company, 72
- Edison, Thomas A., 236
Education in Colonies, 68
Electric Telegraph, 232, 233
Elizabeth, Queen of England, 47, 48

- Ericson, Leif, 6
 European War of 1914, 267-276
- Fairfax, Lord, 136
 Ferdinand and Isabella, King and Queen of Spain, 11-29
 Field, Cyrus W., 233
 Florida, Discovery of, 35
 Fort Amsterdam, 76
 Fort Necessity, 139
 France, Surrender of American Possessions, 105
 Franklin, Benjamin, Life of, Poor Richard's Almanac, Discoveries in Electricity, Services to His Country, 112-120
 French Explorers, 82-88
 French War, Last, 101-105
 Fugitive Slave Law of 1850, 201
 Fulton, Robert, Boyhood, Inventions, 178-182
- Gage, General, 129
 Genoa, 12, 30
 George III, King of England, 128-130
 Georgia, Settlement of, 97
 Germany, War with, 270-275
 Gettysburg, Battle of, 218
 Gilbert, Sir Humphrey, 46
 Gin, Cotton, 184, 185
 Grant, Ulysses S., 216-221
 Greene, Nathanael, 146
- Half-Moon, 72-74
 Hamilton, Alexander, 173-177
 Hancock, John, 129
 Hawkins, John, 42, 43
 Henry, Patrick, 121-127
 Hiawatha, 3
 Hoe, Richard M., 229
 Howe, Elias, 186
 Hudson, Henry, 72-81
 Hudson River, Discovery of, 73
- Independence, Declaration of, 143
 Indians, 3, 17, 55, 61, etc.
 Inventions, 178-188, 225-241
- Jackson, General Andrew; His Boyhood, at Battle of New Orleans; as President, 188-192
 Jamestown, Settlement of, 53-57
 Jefferson, Thomas, 156-161
 Joliet, Louis, 84
 Jones, John Paul; Early Life, as a Naval Commander, 151-155
- Knox, General, 142
- Lafayette, Marquis de; in the American Revolution; Visit to America, 145-150
 La Salle, Explorations of, 85-88
 Lee, General Robert E., in the Civil War, 219
 Lewis and Clark Expedition, 161
 Lexington, Battle of, 129, 130
 Liberty Bell, 158
 Lincoln, Abraham, Early Life; Middle Life; as President, 206-215
 Louisiana, Purchase of, 160
 Lusitania, Sinking of, 269
- Magellan, Ferdinand; Voyages of, 36
 Marconi, 233
 Marquette, Father, 84
 Massachusetts, Early Settlement of, 58-71
 Mayflower, 59
 McCormick, Reaper, 228
 McKinley, Assassination of, 260
 Myles Standish, 58-64
 Minute-men, 129
 Mississippi River, Discovery of, 39

- Mississippi Valley, Exploration of, 86, 87
- Missouri Compromise, 200
- Montcalm, General, at Battle of Quebec, 102-105
- Morris, Robert, 144
- Morse, Samuel F. B., as Inventor of the Telegraph, 232, 233
- Navigation Acts, 121
- Navy, Beginnings of, 151
- Negro Slavery, 43
- New Amsterdam, 76
- New England Confederacy, 70
- New Jersey, 76, 114, 143
- New Orleans, 105
- Newspapers, Development and Importance of, 229
- New World, Discovery of, 17
- Norsemen, 5, 6, 7
- Nullification, 191
- Oglethorpe, General James, 97-99
- Old North Church, 130
- Pacific Ocean, Discovery of, 36
- Panama Canal, 36, 261
- Penn, William, 89-94
- Pennsylvania, 91-94
- Pilgrims, 58-64
- Pizzaro, 37
- Plenty Coups, 3
- Plymouth, Landing at, 60
- Preparedness, 268
- Printing Press, 115, 229
- Prohibition, 245
- Providence, Settlement at, 69
- Puritans, Settlement by, 65-71
- Quakers, Characteristics of; Settlement of, in America, 89-93
- Quebec, Capture of, 105
- Railroads, 193-196
- Raleigh, Sir Walter, 46-50
- Reaper Invented, 226
- Red Cross Society, American, 246-255
- Religion in Colonies, 67-70
- Revere, Paul, His "Midnight Ride," 129
- Revolution, Causes of; Important Events of, 121-150
- Rhode Island, Settlement of, 69
- Roosevelt, Theodore, Early Life; as President, 256-262
- Rough-Riders, 259
- Russo-Japanese War; Roosevelt as Peacemaker, 261
- San Salvador, 16
- Schools in Pioneer Days, 64
- Secession, 213
- Shaw, Anna Howard, Early Life; Worker for Woman Suffrage, 263-266
- Sherman, General, in Georgia, 218
- Skraellings, 7
- Smith, John, Early Life; in Virginia; Explorations, 53-57
- South Carolina, 191
- Spanish-American War, 259
- Spanish Explorers, 34-41
- Stamp Act, 122-124
- Standish, Myles, Military Leader of the Pilgrims; at Plymouth, 58-64
- St. Augustine, Settlement of, 35
- States Rights, 191
- Steamboat Invented, 181
- Suffrage, Woman, 265, 266
- Tariff, 191
- Taxation of Colonies, 121-127
- Telephone, Invention of, 234
- Tobacco, 48

- Town Meeting, 68
 Travel in Early Days, 193
 Trenton, Battle, 143
- Valley Forge, 144
 Virginia, Settlement of, 53-57
- War for Independence, 130-151
 War of 1812, 189
 Warren, Dr. Joseph, 132
 Washington, George; Early Life;
 His Journey to the French Forts;
 at Braddock's Defeat; in the
 Revolution; as President, 134-150
- Washington, Lawrence, 135
 W. C. T. U., 244, 245
 Webster, Daniel, 201-205
 Whitney, Eli; Inventor of Cotton
 Gin, 185
 Williams, Roger; Driven into Exile;
 Settlement of Providence, 69, 70
 Wilson, Woodrow, and the World
 War, 267-278
 Willard, Frances E., 242-245
 Winthrop, John; as Puritan Leader,
 65-67
 Wireless Telegraph, 233, 234
 Wolfe, James; His Youth; at
 Quebec, 100-106

on

le;

ld

er,

at



This textbook may be borrowed for two weeks, with the privilege of renewing it once. A fine of five cents a day is incurred by failure to return a book on the date when it is due.

The Education Library is open from 9 to 6.30 every week day except Saturday, when it closes at 4.

DUE

DUE

NOV 23 1925

